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ABSTRACT

The curriculum materials for kindergarten through the fifth grade presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 16 for kindergarten, 11 for grade 1, 15 for grade 2, 13 for grade 3, 12 for grade 4, and 16 for grade 5. The integrated curriculum materials emphasize people and their roles as workers, homemakers, and citizens. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, and outlined presentation of program planning, teaching suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

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CAREER EDUCATION CURRICULUM GUIDE

ELEMENTARY

K-5

Cashmere Postcastin-Bryden Washington

74



Career Education Project

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Washington State Coordinating Council for Occupational Education
Research and Development Project
in Career Education

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WASHINGTON STATE COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION

VOCATIONAL EDUCATION DIVISION

Research and Development Project
in Career Education

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Conducted in the Cashmere and
Peshastin-Dryden School Districts

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

July 12, 1974

Dr. Richard D. Johnson
Superintendent of Schools
Cashmere, Peshastin and Dryden Districts
210 South Division
Cashmere, Washington 98815

Dear Dr. Johnson:

Paul Manchak, of the Montgomery Public Schools, was kind enough to send me a copy of his letter to you dated July 2, 1974. I wanted to drop you just a short note to add my high support to the kind remarks Mr. Manchak made to you in his letter. I have had, as you probably know, the opportunity of working with Dr. Ronald Frye of your staff at one of our Career Education mini-conferences here this summer. I, too, am very, very impressed at what you are doing. I hope that your efforts continue to expand. You certainly have one of the finest career education programs in the nation.

Sincerely,

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and
Adult Education

cc: Dr. Ronald Frye
DDr. Paul Manchak



STATE OF WASHINGTON

OFFICE OF THE GOVERNOR

OLYMPIA

DANIEL J. EVANS
GOVERNOR

April 30, 1974

Dear Citizens of the State of Washington:

Due to the prominent stature career education has taken in the State of Washington and across the country, research and development must be accomplished that will fill in educational gaps that have evolved.

It is evident that multi-agency cooperation with business, industry and labor is paramount to the research and development of career education Kindergarten through Adult. Washington's educational agencies will cooperate in endeavors which will determine "bench marks" or points of departure upon which multi-faceted career education can take place within our State and throughout the country.

Sincerely,

Daniel J. Evans
Governor

Frank B. Brouillet
State Superintendent
of Public Instruction

John O. Hunsley, Director
State Board for Community
College Education

Arthur A. Binnie, Executive Director
Coordinating Council
for Occupational Education

James M. Furman
Executive Coordinator
Council on Higher Education

PREFACE

The curriculum materials in this booklet were developed and tested in the classroom by teachers in the Cashmere and Peshastin-Dryden, Washington School Districts. These curricular materials were then edited by Mrs. Bernadette Griffith, Coordinator of the Curriculum Component for the project. The material is intended for the use of teachers at the various grade levels and should be considered as a GUIDE and be looked upon as IDEAS which may be modified to fit into a particular classroom situation.

It is important to understand that in this booklet, Career Education is viewed as an ongoing process incorporated throughout the curriculum. Career Education is not a separate course in the curriculum, nor is it an isolated activity. Career Education has the potential of making learning more meaningful for students and teachers by introducing students to attitudes and life situations by incorporating these factors into "school work". The concept of a career-centered school program does not suggest that existing curriculum should be scrapped, but rather the intent is to revitalize education around a career-centered theme, emphasizing people and their roles as workers, homemakers, and citizens.

---Ronald M. Frye
Project Director

A PROGRAM OF CAREER EDUCATION IN SMALL SCHOOLS

In the transition from a simple to a highly technical society, observations and employment of youth outside the school is less and less a part of life. Therefore, it becomes more and more the responsibility of the schools to inform youth about employment in the wide variety of occupations. This has become accepted as a major goal in American education.

THE PROGRAM

Even though efforts have been made by schools to provide a variety of occupational programs, all too many youth are still leaving school with no knowledge of job availability or requirements. These youth have only limited knowledge of the attitudes and skills needed to secure, hold, and progress in an occupation.

Even though there is wide acceptance of career education as a responsibility of the school, it still remains isolated from the "general" curriculum in elementary and secondary schools.

Schools must allow students to develop some occupational potential and aid these students in identifying interests abilities, and opportunities in making career decisions.

PURPOSE:

The purpose of this project was to establish a comprehensive program of career education (K-14) in three small economically disadvantaged communities. The objectives of the project were intended to meet the needs of all children, serviced by the local education agencies, relevant to career education and orientation, vocational guidance and counseling. Further, the intent of this project was to provide a model with salient features that have both transportability and impact throughout the state of Washington and to other states.

GOALS:

1. To increase student awareness of the range of options open to them today and to probable future changes.
2. To increase the self-awareness of each student, modify attitudes about personal, social, and economic significance of work and to assist students in developing appropriate decision-making skills.
3. Stress, at the elementary level, career awareness.
4. Provide at the junior high or middle school level, career orientation and exploratory experiences.
5. To expose students to a variety of occupations, to inform them of occupational requirements and where possible, involve students in cooperative occupational programs and/or laboratory experiences. Also, where possible, to enable students to observe on-the-job performance.
6. Develop techniques, procedures and materials which complement existing curriculum.
7. Collect and utilize experiences, data, and materials from existing curriculum.

GOALS (Continued)

8. Involve all staff members in an in-service training program aimed toward career education.
9. To counsel students toward opportunities available to them after completion of high school.
10. To disseminate information and materials to educational agencies within the state and nation.

GOALS

At the beginning of the project, it was discovered that a scope and progressional sequence was needed to aid teachers with curriculum development. As a result of this need, a search was made to see if progressional goals existed. The National Standard Career Education Model Goal Statements was discovered. It was felt that these goal statements would assist teachers at the various grade levels by aiding them to see a logical progress of development for career education. Plus, teachers discovered ideas as to how career education could be incorporated into their classrooms.

As a general rule, the goal statements were accepted for each grade level, but were not necessarily limited to that particular grade level. If a teacher was teaching in grade eight and felt strongly that a goal stated for grade four would better fit the needs of the material to be presented, the teacher was allowed to use the goal from grade four, but generally remained committed to the goals for grade eight.

Specific class objectives appear for each unit or activity printed in this guide. Credit for these objectives goes to each teacher who has contributed to the writing.

The following Goals Chart was printed with permission from Educational Properties Incorporated, P.O. Box DX-Irvine, California, 92664. An attractive 28" x 22" wall chart, printed in color, may be purchased by writing to the above address.

GOAL STATEMENTS

ELEMENTS OF CAREER EDUCATION		APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS
AWARENESS	K	Understand the importance of each individual in the function of the home unit.	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.
	1	Learn to appreciate all individuals in the school setting.	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.
	2	Be aware of the importance of getting along with other people.	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
	3	Realize the contributions of community members to the student and others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.
	4	Be aware of the wage earner's job and how it affects the home unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.
	5	Analyze working roles as to advantages and disadvantages.	Be aware of the individual's rights and responsibilities as a worker.	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-style.
	6	Understand the relationship between occupations and their growth and development.	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.
	7	Appreciate all forms of human endeavor and work.	Choose career clusters as related to interests and abilities.	Weigh long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-style.	Understand the relationships between attitudes and values and career clusters.
	8	Understand the impact of work in one's life and resulting need to make a meaningful career choice.	Develop self perception of abilities and interests as related to actual career or interests.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.
	9	Relate attitudes and awareness to specific or related job clusters.	Build reality awareness perception of "where I am compared to where I want to be."	Analyze and reflect previous career decisions based on consulting, evaluating and synthesizing all available information.	Determine a tentative personal schedule to acquire necessary and desired special skills.	Based on understanding of interests, values and abilities, study career clusters. Survey courses to career clusters.
	10	Understand the importance of all careers and their contribution to society.	Relate personal values and influences of other's values on career choice.	Select a career cluster for in-depth analysis.	Analyze special skills needed for predicted or desired life-style.	Explore the career cluster in depth to find an interest, values and abilities. Plan planned work experience.
ORIENTATION						
EXPLORATION						
WORK EXPERIENCE						
PREPARATION						
PLACEMENT						

GOAL STATEMENTS

BEST COPY AVAILABLE

ATTITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS, BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
Imper individual in the home	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.	Identify within the home unit: What is available, needed, wanted, luxury.	Identify different tools for different careers.	Understand the need to share and cooperate to complete tasks.
Role in school	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.	Be aware of the exchange of goods and services.	Be aware that school is a job that requires mastery of basic skills for success.	Acquire the ability to develop rules with others, accept direction and take responsibility.
Importance with other	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand the money exchange system vs. the barter system.	Understand the use of various communication tools and their effect on life style and future career choice.	Identify styles of interaction that contribute to individual and group goals.
Contributions members to others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.	Understand our money system.	Understand the use of additional tools and their effect on life style and future career choice.	Understand how to resolve personal conflict between individual and group goals.
Major role in unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.	Understand the process of production and distribution of goods and services.	Understand and master the use of tools for measurement and extension of energy in simple machines.	Participate in active groups in order to develop individual and group goals.
Roles as to	Be aware of the individual's rights and responsibilities as a worker.	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-styles.	Be aware of the law of supply and demand.	Participate in and understand the processes of mass production. Mastery of several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
Relationships and	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.	Understand that specialization creates an interdependent society.	Understand tools and processes used in research. Simple machines combined to produce complex machinery.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
How of and work.	Choose career clusters as related to interests and abilities.	Weigh long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-style.	Understand the relationships between attitudes and values and career clusters.	Develop the concept of management of finances (earning, spending, borrowing, savings).	Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.	Understand the social and personal relationship and their effect on employment.
Import of and results in career clusters.	Develop self perception of abilities and interests as related to career requirements.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.	Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.	Use basic tools found in career clusters.	Relate personal and social interaction skills to career clusters.
Skills and abilities	Build quality resources perception of "where I am" compared to where I want to be.	Analyze and refine previous career decisions based on community, work experience and all available information.	Determine a tentative personal schedule to acquire necessary and desired special skills.	Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.	Understand the Tools of Business: Read and interpret tables, graphs, and charts used as a consumer.	Match necessary skills and processes with selected career clusters.	Understand the skills necessary to acquire, maintain and progress in employment.
Responsibility and to	Relate personal values and influence of others to values on career choice.	Select a career cluster for in-depth study.	Acquire special skills needed for predicted or desired life-style.	Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.	Relate legal and financial consideration to career clusters in general.	Match individual abilities and interests with skills and processes needed in career clusters.	Develop personal and social interaction skills related to in-depth study of one career cluster.

CASHARE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
BUSINESS AND OFFICE				X	X			X	X		X	X	X
MARKETING AND DISTRIBUTION	X		X	X	X	X		X	X			X	X
COMMUNICATIONS AND MEDIA		X									X	X	X
CONSTRUCTION					X					X	X	X	X
MANUFACTURING					X	X			X	X			
TRANSPORTATION	X			X				X					
AGRI-BUSINESS & NATURAL RESOURCES	X	X	X	X	X	X			X		X	X	X
MARINE SCIENCE						X							
ENVIRONMENTAL CONTROL			X		X	X	X					X	
PUBLIC SERVICES	X	X	X		X	X	X					X	X
HEALTH					X	X					X		
HOSPITALITY AND RECREATION		X	X		X			X	X	X	X	X	X
PERSONAL SERVICES		X			X								
FINE ARTS AND HUMANITIES			X	X		X	X		X	X	X	X	X
CONSUMER AND HOME MAKING	X	X	X		X					X	X	X	X

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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

ELEMENTS OF CAREER EDUCATION	K	1	2	3	4	5	6	7	8	9	10	11	12
APPRECIATIONS AND ATTITUDES	X	X	X	X	X	X	X		X	X	X	X	X
SELF AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
DECISION-MAKING	X		X	X	X				X	X	X	X	X
EDUCATIONAL AWARENESS		X	X	X	X	X	X	X		X	X	X	X
CAREER AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMIC AWARENESS	X	X	X	X	X	X			X			X	X
SKILL AWARENESS, BEGINNING	X	X	X	X	X	X	X		X	X	X	X	X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X		X	X	X	X	X

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

UNIT TITLES: KINDERGARTEN

1. Home and School Jobs K-A-1
Pat Beck
2. Community Workers K-B-1
Pat Beck
3. Rights and Responsibilities K-C-1
Pat Beck
4. The Grocery Store K-D-1
Pat Beck
5. Self Awareness K-E-1
Pat Beck
6. I Can Cook (Thanksgiving feast) K-F-1
Pat Beck, Barbara Schmitten
7. Transportation K-G-1
Pat Beck
8. The Family Unit K-H-1
Pat Beck
9. Individual Responsibilities K-I-1
Pat Beck
10. School Personnel K-J-1
Pat Beck
11. I Am Unique K-K-1
Icyle Zediker
12. The Grocery Store K-L-1
Icyle Zediker
13. Who Handles the Milk Before You Do? K-M-1
Icyle Zediker
14. What Do Fathers and Mothers Do? K-N-1
Icyle Zediker
15. Accepting Responsibility K-O-1
Icyle Zediker
16. Sharing K-P-1
Icyle Zediker

TITLE: HOME AND SCHOOL JOBS

TITLE: HOME AND SCHOOL JOBS		SCHOOL: Vale Elementary
PROGRAM GOAL: The student will know the jobs of home members and school personnel.		GRADE: Kindergarten
COURSE GOAL: The student will examine and identify the jobs of home members and school personnel.		EST. TIME INVOLVED: 2 week unit
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of various jobs in the home and the tools necessary for the job.	1. Discuss: a) How do you help at home? b) What jobs need to be done at home? c) Why are some family members more capable than others to perform some task? (age, size, etc.)	Picture chart made from magazines; pictures that would represent a job to be done in the home, e.g. mop, washer, refrigerator, etc.
I.G. The student is aware of jobs outside the home and the tools necessary for the job.	2. Each child will take a picture from the picture chart and discuss: a) What is the job? (describe) b) Who does the job and why? c) Why does the job need to be done? d) What tools (if any) are needed to complete the task?	Peabody Language Kit
B.O. The student will describe the type of work that is done at home and the tools necessary (if any) to perform jobs done in the home.	3. Lessons #5 (#2) and #6 (#2) from Level I Peabody Kit.	Tape recorder
B.O. The student will identify a card depicting a specific occupation.	4. The students will identify the 11 people cards.	Book: <u>Guess Who?</u> , Anne B. Ball
B.O. The student will describe verbally the work done outside the home by family members.	5. Each student will verbally describe in a tape recorder his/her mother's and/or father's job performed outside the home.	
COMMENTS:	All Career Awareness Social Studies	

PLANS FOR EVALUATION:

Activities are self-evaluating by teacher observation.

Developed By:

Mrs. Pat Beck

K-A-I

PROGRAM GOAL: Continued from Page K-A-1		SCHOOL:
COURSE GOAL:		GRADE:
		EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student will shape from clay the tools used in jobs outside the home by family members.	6. Discuss and list the tools used in jobs outside the home by family members. 7. Each student will shape in clay the tools used in jobs outside the home by family members.	Clay Tagboard for chart

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:	
Developed By:	

TITLE: COMMUNITY WORKERS

PROGRAM GOAL:	The student will know the jobs of home members and school personnel.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine some specific community jobs.	GRADE: Kindergarten
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will examine and identify the jobs of a policeman, baker, farmer and band leader.	- Each child chooses a hat that represents one of the above people from the Put-Together-People puzzle and then selects the puzzle pieces that correspond to that person's job. - After completion of the puzzle each child draws a picture of the person selected and dictates to the teacher two facts about that person's job.	Put-Together-People-Puzzle (represents the following occupations: policeman, baker band leader and farmer.)

COMMENTS: This is a supplementary activity used during choosing time at the language table.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Career Awareness Social Studies
PLANS FOR EVALUATION:	Developed By:	Pat Beck

K-B-1

TITLE RIGHTS AND RESPONSIBILITIES

PROGRAM GOAL:	The student will understand the rights and responsibilities of the individual at home and school	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes the basic classroom responsibilities.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	One day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the necessity to share in a home and classroom setting.	1. View filmstrip of "How the Lollipop Dragon Got His Name" (sharing theme)	Lollipop Dragon filmstrip SVE-Singer
B.O. The student will describe a way in which he or she shares at home or school.	2. Discuss briefly what the town of Tum-Tum shared with the Lollipop Dragon. 3. Each child will state in sentence form how he or she shares at home or school. Their responses will be written on a large chart by the teacher and read back to the class.	Chart

COMMENTS:	CAREER EDUCATION CLUSTER:	None
One attitude a day is covered.	ELEMENT OF CAREER EDUCATION:	Self Awareness
	SUBJECT AREA CORRELATION:	Mental Health Education

PLANS FOR EVALUATION:	Developed By:
Activities in this unit are self-evaluated by teacher observation.	Pat Pec

K-C-1

PROGRAM GOAL: The student will understand the rights and responsibilities of the individual at home and school. COURSE GOAL: The student recognizes the basic classroom responsibilities.		SCHOOL: Vale Elementary GRADE: Kindergarten EST. TIME INVOLVED: One day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.S. The student recognizes the reasons for working with others B.O. The student will participate in a discussion of how the characters in <u>The Little Red Hen</u> could have worked together to make the bread.	LEARNING ACTIVITIES 1. View Lollipop Dragon filmstrip on working together. 2. Discuss filmstrip. 3. Read book <u>The Little Red Hen</u> 4. Act out the story of <u>The Little Red Hen</u> with puppets. 5. Discuss how the characters could have worked together.	RESOURCES Lollipop Dragon filmstrip Book: <u>The Little Red Hen</u> Stick puppets of the characters in <u>The Little Red Hen</u> .
COMMENTS:		CAREER EDUCATION CLUSTER: None ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
PLANS FOR EVALUATION:		Developed By: Mrs. Pat Beck

K-C-2

PROGRAM GOAL:	The student will understand the rights and responsibilities of the individual at home and school.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes the basic classroom responsibilities.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	One day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes the need to take turns.	1. View Lollipop Dragon filmstrip on taking turns.	Lollipop Dragon filmstrip
B.O. The student will role-play how he or she takes turns at school or home.	2. Discuss briefly the filmstrip. (emphasize the words: "please", "thank you" and "you're welcome".) 3. Read book: <u>Let's Be Enemies</u> 4. Each child role-plays how he or she takes turns at school or home.	Book: <u>Let's Be Enemies</u>

COMMENTS:	CAREER EDUCATION CLUSTER: None ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
PLANS FOR EVALUATION:	Developed By: Pat Beck

K-C-3

PROGRAM GOAL:	The student will understand the rights and responsibilities of the individual at home and school.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes the basic classroom responsibilities.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	One day
		RESOURCES	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES
I.G. The student recognizes the reason for good manners.	1. Each student will state in sentence form why manners are important.
B.O. The student will state in sentence form what are good manners.	2. Their responses will be written down on a group experience chart by the teacher and copied on dittos to give each child.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: None SUBJECT AREA CORRELATION: Self Awareness Mental Health
PLANS FOR EVALUATION:	
Developed By: Pat Beek	

K-C-4

TITLE: THE GROCERY STORE

PROGRAM GOAL:	The student will identify within the home unit what is available, needed, wanted, luxury.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize the basic functions of operating a grocery store.	GRADE: Kindergarten
		EST. TIME INVOLVED: 2 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands that different coins have different values.	1. Compare size, value, color and design of a penny, nickel, quarter and half-dollar.	Real money on stick board. Scholastic - Let's Find Out February, 1973
B.O. The student will describe the coins by size, color, and design.	2. Compare the value of the different coins in relation to the amount of candy that could be purchased by a student.	Poster - "What Can You Buy With A Dime"
B.O. The student will identify the value of a penny, nickel, quarter, and half-dollar in relation to how many pennies it is equal to.	3. Play the game "Heads and Tails". Students try to guess what side of the coin is up.	Field Trip: Local Dime Store
B.O. The student will participate in a discussion of "what can you buy with a dime?"	4. Discuss what you can buy with a dime. Use poster from Scholastic - Let's Find Out - Feb. 1973, to stimulate discussion.	
B.O. The student will spend a dime at the local dime store.	5. Take small groups to local dime store to spend a dime.	
B.O. The student will participate in a follow-up discussion of what they bought.	6. Follow-up discussion of what each student purchased with his dime.	

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COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Economic Awareness Math - The Store
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PLANS FOR EVALUATION:	Developed By:	Pat Beck
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TITLE: THE GROCERY STORE

PROGRAM GOAL:

COURSE GOAL:

Continued from K-D-1

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED: 1 day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be aware of the various jobs found in a grocery store. I.G. The student will be aware of the various merchandise found in a store. B.O. The student will participate in a discussion of how they could make a grocery store in the classroom. B.O. The student will verbally list types of people and their job descriptions of grocery store employees. B.O. The student will verbally give ideas of what he/she could bring from home to make the grocery store. B.O. The student will draw items of what he/she would buy at a grocery store.	1. Discuss whether we could make a store in the room. a) discuss different types of stores they use. b) could we make a grocery store in the classroom. 2. Discuss and list the types of people who would work in a grocery store. Also discuss and list what they do on their jobs. 3. Discuss what the students could bring from home to make a grocery store. 4. Discuss the different groupings of products in a grocery store. 5. Draw on ditto what they would buy at a grocery store if they went shopping.	Ditto (with picture of a shopping cart)

COMMENTS: The teacher may label the articles the students drew on the ditto.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-D-2

TITLE: THE GROCERY STORE

PROGRAM GOAL:	SCHOOL: Vale Elementary
COURSE GOAL:	GRADE: Kindergarten
	EST. TIME INVOLVED:

Continued from K-D-2

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student will help set up the play grocery store. B.O. The student will choose to spend 10¢ (10 bottle caps) at the classroom grocery store, or take on other store personnel jobs.	1. Divide class into two groups. 2. One group will price the grocery articles (brought from home) to be used in the store. The prices will range from 1¢ to 10¢. 3. The second group will categorize the grocery articles into groups: i.e. dairy, canned goods, frozen foods, etc. 4. Each student will be given 10¢ (play) from the banker. They will buy as many articles at the store as they can, without going over the limit. Items will be purchased one at a time. (Students not playing consumer roles will choose from other store roles, e.g. cashier, boxboy, etc.) Students rotate their choice of roles.	Marking pens Empty boxes and cans, etc., from home.

COMMENTS:	CAREER EDUCATION CLUSTER:
The activity playing store should be carried out over several days with some changes in procedure. - Change in money, etc.	ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:	Developed By:
	Pat Beck

K-D-3

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will understand rights and responsibilities of the individual at home and school.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize his importance as an individual.	GRADE: Kindergarten
		EST. TIME INVOLVED: 1 week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of his abilities, capabilities and limitations. I.G. The student is aware of the abilities, capabilities and limitations of his peers. B.O. The student will participate in class discussions regarding himself. B.O. The student will draw a self portrait. B.O. The student will draw two pictures of some skills he can perform.	1. Introduce by showing SVE picture of girl looking into a mirror. 2. Have each student look into full length mirror, describe his physical features and discuss similarities and differences among the other students. 3. Each student then draws portrait of himself. (Teacher keeps paper). 4. Read poem from poetry poster - students supply the last word in the poem. 5. Students print their names on bottom of their portraits. 6. Read poem - <u>I Can Move</u>, using types and other articles to illustrate poem. 7. Class discussion of "What else they can do." Base discussion around the following categories: sensory, language, symbolization, problem solving, motor, creative, people, and self-esteem.	Books: <u>Amy Me I Want to Be</u>, <u>Karla Kuskin</u> <u>Poems for Galloping</u>, <u>Quackenbush</u> <u>Just Me</u>, Marie Hull Poems: "Too Short, Too Tall, Too Fat, Too Thin," Young <u>Children's Encyclopedia</u> <u>"I Can Move"</u>, Let's Find <u>Out</u>, Scholastic, Dec. 1970 <u>"I'm Special"</u>, How I Feel, Geo. Brown, My Weekly Reader <u>"About Me"</u>, Ruth Kraus, Poetry

COMMENTS:	Any poems or stories pertaining to "self" can be used.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Self Awareness Lang. Arts, Social
PLANS FOR EVALUATION:		Developed By:	Studies, Health, Art
	K-E-1		Pat Beck

TITLE: SELF AWARENESS

PROGRAM GOAL:	SCHOOL: Vale Elementary
COURSE GOAL:	GRADE: Kindergarten
	EST. TIME INVOLVED:

Continued from page K-E-1

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	8. Each student will draw at least two pictures depicting what he can do. These pictures will be labeled and put on a group poster. 9. Review with class the poster. 10. Each student will choose one particular skill he can perform and illustrate it on paper. 11. Each will label paper (I Can. . . .). Staple all papers together for each student to keep.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:	Developed By: Pat Beck K-E-2 _____ _____ _____

TITLE: I CAN COOK (Thanksgiving Feast)

PROGRAM GOAL:	The student will understand the rights and responsibilities of each individual at home and school	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware of the importance of being responsible for the accomplishment of a given or chosen task.	GRADE: Kindergarten
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the process of preparing a meal.	1. Each student will draw a picture of what he likes to eat at Thanksgiving. (teacher label).	12 x 18 drawing paper.
B.O. The student will identify his favorite foods.	2. The student will identify which category his vegetable belongs, e.g. leaves, stems, roots, fruit and seeds.	Chart illustrating categories of vegetables.
B.O. The student is responsible for bringing one vegetable to school.	3. Students name other vegetables and categorize them.	Cooking utensils: Pans, spoons, measuring cups, etc.
B.O. The student will make a vegetable print.	4. The student will choose a card that depicts a specific food, e.g. pie, cake, salad, meat, etc. He then chooses what utensils he needs to prepare that food and discusses the procedure needed.	Yellow and orange paint. Lemon and orange.
B.O. The student will participate in the preparation and serving of a meal.	5. Class discussion of safety rules for cooking, the need for measurement, following directions, etc.	Ingredients for meal: Bread, butter, peanut butter, vegetables

COMMENTS:	CAREER EDUCATION CLUSTER:	Consumer and Homemaking
The preparation for the meal should be completed early in the session, so the class can be ready to eat at the end of the session.	ELEMENT OF CAREER EDUCATION:	Self Awareness
	SUBJECT AREA CORRELATION:	Health, Social Studies

PLANS FOR EVALUATION:

Developed By:

Pat Beck
Barbara Schmitten

K-F-1

TITLE: I CAN COOK (Thanksgiving Feast)

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: Kindergarten

Continued from page K-F-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

6. Student uses a lemon or orange dipped in paint to print on paper a design.
7. Each student will choose a group representing the following activities: vegetable stew, stuffed celery with peanut butter, bread or butter. The students then prepare their Thanksgiving feast and eat.

30

COMMENTS: Supplementary activities: making placemats, decorating table cloths, etc.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Pat Beck
Barbara Schmitten

K-F-2

TITLE: TRANSPORTATION

PROGRAM GOAL:	The student can identify different tools for different careers.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that specific occupations require specific tools.	GRADE: Kindergarten
		EST. TIME INVOLVED: 4 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of different types of transportation. I.G. The student is aware of the jobs involved in transportation. B.O. The student can identify jobs and the types of transportation related to those jobs.	- Each student will cut and paste at least 3 pictures from newspapers or magazines that relate to transportation and paste them on a piece of paper. - Play record "Going for a Ride". Students then complete the following sentence: "I am going for a ride in a" - Each student will draw one form of transportation and the person, if any, who operates it. - Class discussion of all forms of transportation. - Students role play types of transportation and the jobs involved using the pictures the students drew the day before.	Books: <u>I Want to Be a Ship Captain</u>, Greene <u>The Great Big Car and Truck Book</u>, Scarry <u>The True Book of Transportation</u>, Posell <u>I Want to be a Road Builder</u>, Greene One is the <u>Engine</u>, Meeks <u>Fast Trains</u>, <u>Busy Trains</u>, Baar <u>I Want to be a Bus Driver</u>, Greene <u>The True Book of Travel</u>, Hornby <u>I Want to be an Airplane Hostess</u>, Greene

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Transportation Skill Awareness, Beg. Comp. Social Studies, Art, Lang.
PLANS FOR EVALUATION:	Developed By	Arts, Creative Dramatics Pat Beck

K-G-1

TITLE: TRANSPORTATION

PROGRAM GOAL:	SCHOOL: <u>Valle Elementary</u>	
COURSE GOAL:	GRADE: <u>Kindergarten</u>	
	EST. TIME INVOLVED:	

Continued from page K-G-1

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
		Books - Cont'd <u>The True Book of Airports and Airplanes, Lewellen</u> Record: <u>Going For a Ride,</u> <u>Sesame Street</u> Newspapers, scissors, glue, paper, crayons.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	Developed By:
	<u>Pat Beck</u>

K-G-2

TITLE: THE FAMILY UNIT

PROGRAM GOAL:	The student will understand the importance of each individual in the function of the home.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize his importance as a family member.	GRADE: Kindergarten
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the need for cooperation among family members. I.G. The student is aware of similarities and differences between family units. B.O. The student can identify the specific roles of family members. B.O. The student can distinguish the differences and similarities between family units. B.O. The student can conclude that all members of a family unit are important. B.O. The student can describe the role friends play in the family unit. B.O. The student can identify the role pets play in the family unit.	1. Read poem - "Come Live With Me." 2. Students color house ditto. and discuss the physical characteristics of each child's home. Discuss its similarities or differences to the house used for ditto. 3. Students identify their family members and draw and label each family member on house ditto. 4. Read story Start With a Dot. 5. Role play with cardboard puppets: family situations. 6. View filmstrip - My Mother and Father Need Me. 7. Glass discussion how each student, as a family member, helps his family members. Draw a picture of how each student helps his family. (Use house-shaped ditto.) Teacher label picture and attaches to other dittos for a booklet.	Books: Start With a Dot, Roberts Pet Show, Ezra Jack Keats Play With Me, Marie Hall Grandfather and I, Guildore Grandmother and I, Guildore Peter's Chair, Keats This is My Family, Kelling My Little Brother, Wittram Mommies Are Loving, Penn Papa Small, Lois Lenski Poem: Come Live With Me, Scholastic

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Appreciations & Attitudes Social Studies
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PLANS FOR EVALUATION:	Developed By:
	Pat Beck

TITLE: THE FAMILY UNIT

PROGRAM GOAL: SCHOOL: Vale Elementary

COURSE GOAL: Continued from page K-H-1

GRADE: Kindergarten

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	8. View filmstrip: <u>My Dog Needs Me</u>. Discuss how the students care for their pets. 9. Guest speaker: Illustrate the care of pets. 10. Students draw and label their family pets. Put in booklet. 11. View filmstrip: <u>My Friends Need Me</u>. Discuss "Who would you most like to have spend this weekend with you? Why?" 12. Draw a picture of the friend, label and attach to booklet. 13. Review booklet made by students. Discuss student's role and importance as a family member. Draw a picture of self, illustrating his importance as a family member. Attach to booklet.	Filmstrips: <u>My Mother and Father Need Me</u>. <u>My Dog Needs Me</u>. <u>My Friends Need Me</u>. <u>They Need Me Series</u>, Imperial Film Co. House-shaped ditto Instructo cardboard puppet family

COMMENTS:

CAREER EDUCATION CLUSTER: _____

ELEMENT OF CAREER EDUCATION: _____

SUBJECT AREA CORRELATION: _____

PLANS FOR EVALUATION:

Developed By: Pat Beck

K-H-2

TITLE: INDIVIDUAL RESPONSIBILITIES

PROGRAM GOAL:	The student will understand the need to share and co-operate to complete tasks.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes that he can be proud of the things he does well.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the need to perform and complete specific tasks. I.G. The student understands the need to follow directions to complete an individual or group project. B.O. The student will perform daily classroom tasks. B.O. Each student will choose a learning area to work in during choosing time. B.O. The student will demonstrate his ability to follow directions.		1. Students participate in weekly responsibilities: push in chairs, take notes to office, operate lights, feed fish, empty trash, etc. 2. Students participate in choosing a learning area to work in (e.g. language arts, math, housekeeping, building, science, puppets, listening, art, etc.). 3. Each student will evaluate his own school projects: Did I follow directions? Did I use my own idea?	Task chart

COMMENTS:	These activities are continuous during the year.	CAREER EDUCATION CLUSTER:	Not applicable
		ELEMENT OF CAREER EDUCATION:	Employability Skills
		SUBJECT AREA CORRELATION:	Social Studies
PLANS FOR EVALUATION:		Developed By:	
		Pat Beck	

K-I-1

TITLE: SCHOOL PERSONNEL

PROGRAM GOAL:	The student will know the jobs of home members and school personnel.	SCHOOL: Vale Elementary
COURSE GOAL:	The student understands that it takes many people, doing various jobs to maintain the school.	GRADE: Kindergarten
		EST. TIME INVOLVED: 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the variety of jobs necessary to maintain the school. B.O. The student will examine and identify the jobs of school personnel. B.O. The student will examine and identify tools used by school personnel in their occupations.	1. Each student will choose the job within the school that is most interesting to him and demonstrate the use of representative tool: secretary - telephone and typewriter. librarian - book teacher - chalk, eraser custodian - broom cook - utensils, pan 2. The student will name and demonstrate the tools used within the classroom: scissors, crayons, clay, paints, toys, workbench, blocks, records, books, etc. 3. Each student will name an occupation to be listed on a large chart. The student will cut pictures from magazines of tools that are related to or representative of any job listed on the job chart and paste pictures next to job.	Resource Persons: Principal Secretary Teacher Cook Teacher's Aid Counselor Parents chosen by groups Picture chart with pictures of jobs and tools. Tape recorder
COMMENTS: Another activity is to have all the school members visit the classroom at the same time and have them tell one thing they do or a tool they use and have the students guess what their job title is and hand them the card with the title.	CLUSTER: CAREER EDUCATION ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies

Developed By:

Pat Beck

K-J-1

TITLE: SCHOOL PERSONNEL

Vale Elementary

PROGRAM GOAL:

SCHOOL:

COURSE GOAL:

GRADE: Kindergarten

Continued from page K-J-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

4. Each student will draw and label a picture of what he might like to do as an occupation.

Books:

About School Helpers,
Hoffman

5. The students will divide into interest groups of jobs outside the home, e.g. carpentry, dancer, nurse, fireman, etc. Each group will have one resource person to explain, demonstrate and answer questions pertaining to that job.

What to Be, Powell Yokubinas
I Want To Be Series, Greene
When I Grow Up, Ainsworth

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

K-J-2

TITLE: I AM UNIQUE

PROGRAM GOAL:	The student will know the importance of "self" as an individual at home and school	SCHOOL: Peshastin-Dryden Elementary GRADE: Kindergarten EST. TIME INVOLVED: Approx. 2 months - 20 min daily.
COURSE GOAL:	The student is aware that he is a unique special person.	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of himself as an individual, others around him as individuals, and how he relates to his environment. B.O. The student will relate his thoughts to others. B.O. The student will identify similarities and differences among peers. B.O. The student will identify other people from whom he learns. B.O. The student can describe different feelings. B.O. The student can identify and describe the five senses.	1. View filmstrip <u>Sometimes I Wonder</u> and discuss. 2. Discuss photoboard #7 - group of happy children. Discuss how alike and different, and how we are alike and different. 3. Listen to record <u>Cindy and the Elf</u>; draw a picture of how the elf looked. 4. Each student draws a self portrait and pastes cut-out pictures of things he likes in the margin. 5. Have each student describe himself and another student. 6. Students make a collage of bulletin board faces cut from magazines - look for similarities and differences. 7. Discuss photoboard of boy looking in a mirror.	FOCUS ON SELF DEVELOPMENT KIT SRA Photobards Filmstrips Records Teachers guide Reading Book - <u>Beginning</u> Lippincott Filmstrip: <u>Lollipop Dragon</u> - SVE

COMMENTS:	The Focus Kit is a complete self awareness program and contains all materials necessary to complete the program. The activities #15 - 28 tie in with reading series.	CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
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PLANS FOR EVALUATION:

Teacher observation and participation by students during activities.

Developed By:

Icyle Zediker

TITLE: I AM UNIQUE

PROGRAM GOAL:	Continued from page K-K-1		SCHOOL: Peshastin-Bryden Elementary GRADE: Kindergarten EST. TIME INVOLVED:
COURSE GOAL:			
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	

8. Listen to record Learning in the Park, discuss and list people they learn from, and role play the story.
9. Students make a picture chart of things they learn from radio, TV, films, animals, etc.
10. View filmstrip Circle of Feelings, discuss feelings students have. Cut pictures of faces and make collage depicting different feelings.
11. Construct a reversible puppet of self with a happy face on one side and sad face on the other side.
12. Role play reactions of various situations.
13. Listen to record Lonesome Ben and discuss. Role play the story with different reactions for the ending.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	Developed By: Icyle Zediker
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K-K-2

TITLE: I AM UNIQUE

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-K-2

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

14. Make a list of the different people the students came in contact with during the day or weekend. Talk about relationships with other people, (e.g. family members, neighbors, doctors, etc.).
15. Listen to record Tony's Way Out Nose, Discuss.
 - a) Have "smellies" in covered glasses; have students smell and classify them - pleasant, unpleasant, strong, etc.
 - b) List smells which warn us.
 - c) Bring in foods to taste and classify.
 - d) Have volunteers hold noses and taste certain foods - point out how important the nose plays in identifying tastes.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

K-K-3

Icyle Zediker

TITLE: I AM UNIQUE

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-K-3

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	16. Listen to record <u>The Blind Men and the Elephant</u>. Discuss and draw a picture of how the elephant looked to the blind men. 17. Play game: Student is blindfolded and finds two circles of textured items that are the same. Make a collage using textured materials. 18. Game - various objects are enclosed in a mystery box with a small hole on top. Let children feel the objects and try guessing what they are. 19. View filmstrip <u>The Magic Glasses</u> - Discuss. The children make a pair of magic glasses. Wear them to find different shapes and colors in the classroom. 20. Discuss photo board #6. Study seedling in flower pot. Discuss.	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyale Zediker

K-K-4

TITLE: I AM UNIQUE

PROGRAM GOAL:

Continued from page K-K-4

COURSE GOAL:

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

21. View filmstrip The Lollipop Dragon - Avoid Litter.
22. Clean up school grounds.
23. Listen to record The Sound Machine. Discuss sounds in story you hear each day. Listen to taped sounds and discuss how they make one feel.
24. Tape various sounds and have the students identify them.
25. Game - Make sounds with various objects behind a screen - guess what the sounds are.
26. Game - blindfold a child - have the student say a sentence - the other class members guess who the student is.
27. List sounds that warn people to be careful (e.g. sirens, car horns, snake hissing, bicycle bell, train whistle).
28. Play different types of music and let the students respond as to how they feel.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-K-5

TITLE: THE GROCERY STORE		Peshaatin-Dryden
PROGRAM GOAL:	The student understands the need to share and cooperate to complete tasks.	SCHOOL: Elementary GRADE: Kindergarten
COURSE GOAL:	The student is aware of the basic functions of operating a grocery store.	EST. TIME INVOLVED: 4 sessions - 30 min. each

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes that workers must cooperate with each other to accomplish tasks. I.G. The student is aware that people work for money. I.G. The student is aware that grocery stores hire many different people. B.O. The student will identify the various jobs related to a grocery store.	1. Student list jobs found in a grocery store. 2. Field trip to a local grocery store to discover what different workers do. 3. Role play - people operating store. 4. Discuss how all workers in a business are interdependent and must cooperate with each other to have a successful business.	Resource Persons: Baker Clerk Guard Stock boys Butcher Busboy Manager

COMMENTS:	CAREER EDUCATION CLUSTER: Marketing & Distribution ELEMENT OF CAREER EDUCATION: Employability Skills SUBJECT AREA CORRELATION: Social Studies
PLANS FOR EVALUATION:	Developed By: Icyle Zediker

K-L-1

TITLE: WHO HANDLES THE MILK BEFORE YOU DO?

PROGRAM GOAL:	The student can identify different tools for different careers.	SCHOOL: Peshastin-Dryden Elementary Kindergarten
COURSE GOAL:	The student is aware that many people earn their living on a dairy farm.	EST. TIME INVOLVED: 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
A.G. The student is aware of the many different jobs related to the production of milk. I.G. The student is aware of the various tools and pieces of equipment utilized by people who work with the production of milk. B.O. The student can identify the different jobs of the dairy and dairy farmer. B.O. The student can identify tools and equipment necessary to operate a dairy farm.	1. Class discussion - "Where do we get the milk we drink?" 2. View film <u>Dairy Farm</u>. Discuss and list the various jobs shown in the film. 3. Take a field trip to a dairy farm; observe cows being milked, the processing of milk and the equipment used. Observe all the farm equipment the dairy farmers need. 4. Form groups and have each group draw a picture of a certain part of the dairy trip. Display pictures in order on the bulletin board. 5. View film <u>Milk</u>; Compare the way they milked cows long ago with modern methods. 6. Visit grocery store and purchase milk products. Set up a display and taste each product. 7. Make butter by shaking whipping cream.	Films: <u>The Dairy</u> - Coronet <u>Milk</u> Books: <u>I Want to Be A Milkman</u>, <u>Greene</u> <u>Comptons Young Children's Encyclopedia</u>, Book D & C. Farm Journals for pictures Resource Person: Dairy farmer U.S. Dairy Council

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COMMENTS:	A movie was taken on the field trip to refresh the students' memories of all they had viewed.	CAREER EDUCATION CLUSTER: Agri-Business & Nat. Res. ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp. SUBJECT AREA CORRELATION: Social Studies
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PLANS FOR EVALUATION:

The students can recite the different jobs found on a dairy farm and identify the tools and equipment used on a dairy farm.

Developed By:

Icyle Zediker

K-M-1

TITLE: WHO HANDLES THE MILK BEFORE YOU DO?

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-M-1

SCHOOL: Peshastin-Dryden

GRADE: Elementary

GRADE: Kindergarten

EST. TIME INVOLVED: 2 weeks

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

8. Set up a dairy farm during free time and role play the different roles of the dairy farmer and his helpers.
9. Read stories about cows and dairy products during story time.
10. During free choice time the children play with Farmer Brown's Barn.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Icyle Zediker

PLANS FOR EVALUATION:

Developed By:

K-M-2

TITLE: WHAT DO FATHERS AND MOTHERS DO?

PROGRAM GOAL:	The student will know the jobs of home members.	SCHOOL: Peshastin-Dryden Elementary Kindergarten
COURSE GOAL:	The student is aware that fathers and mothers' work.	EST. TIME INVOLVED: 1 hr. each session with a parent.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that fathers work outside the home to earn a living. I.G. The student is aware that mothers have special tasks inside the home. I.G. The student is aware that some mothers work outside the home. I.G. The student is aware that each family member can help in the family. B.O. The student can identify the job his parents do inside the home. B.O. The student can identify the job fathers and mothers do outside the home. B.O. The student can identify tools used in particular occupations.	- Each student will report to the class what his father's occupation is. (If possible visit with father at his place of work). - Fathers and mothers may be invited to the classroom to share about their jobs and the tools or equipment used. Each parent will demonstrate, if possible, something about his job or the tools he uses. - Students discuss and list mothers' jobs. Make a collage of the tools their mothers use. - Students draw pictures of ways in which they help at home. - List jobs fathers do around the house. - Role play family situations. - Family puppets are used during free play. - Draw a picture of what each student would like to be when he grows up. Share.	Basic Readers Lippincott Series Parents for resource persons

COMMENTS: (regarding resource persons) as parents of the students are utilized.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	As parents apply Career Awareness Social Studies, Lang. Arts, Art
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PLANS FOR EVALUATION:	Developed By:	Icyle Zediker

X-N-1

TITLE: ACCEPTING RESPONSIBILITY

PROGRAM GOAL:	The student will understand the rights and responsibilities at home and in the classroom.	SCHOOL: Peshastin-Dryden Elementary Kindergarten
COURSE GOAL:	The student recognizes his rights and responsibilities in the classroom and at home.	EST. TIME INVOLVED: 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand the difference between proper and improper behavior. I.G. The student understands that sharing at home is the responsibility of every family member. I.G. The student understands that sharing and taking turns is the responsibility of every class member. B.O. The student will demonstrate proper classroom behavior. B.O. The student participates in discussions about sharing and taking turns.	1. View filmstrip <u>How The Lollipop Dragon Got His Name</u>. Discuss the people of Tuntum. 2. Students role-play sharing situations; e.g. if someone had a truck you wanted what approach would you use to get the truck? Discuss different approaches used. Select the best one. 3. Color pictures of the Lollipop Dragon. 4. Read story <u>The Good Friends</u> and discuss how the animals shared. 5. Each student relates one way he shares at home. 6. Discuss pictures of sharing - two children in bathroom brushing teeth; mother and daughter giving baby a bath. 7. Read story - <u>Let's Be Friends</u> and discuss how Butch learned to take turns.	Filmstrips and Records: <u>Lollipop Dragon Series</u>, SVE Lollipop Dragon Coloring Book. Books: <u>The Good Friends</u>, Paul Francois <u>Let's Be Friends</u>, Bernice Bryant Job Chart

COMMENTS:	CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health, Social Studies
PLANS FOR EVALUATION:	Developed By: Icyle Zediker
	Teacher observation.
	K-O-1

TITLE: ACCEPTING RESPONSIBILITY

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-0-1

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Kindergarten
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES:

8. View filmstrip "Taking Turns" and discuss when, where and how we can take turns in kindergarten.
9. Teacher demonstrate proper ways of interrupting; and students practice.
10. Demonstrate and discuss manners; students practice good manners.
11. Each week students are given specific jobs to perform for a posted job chart. The student is responsible for his job; e.g. a) Collect books.
b) Take lunch count to office.
c) Hand out papers.
d) Straighten shelves.
e) Answer door.
12. View filmstrip Working Together and discuss how we can work together at home and in the classroom.
13. Read story The Turnip That Wouldn't Come Up; act out and discuss working together.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Icyle Zediker

K-0-2

TITLE: SHARING

PROGRAM GOAL:	The student will understand the cause and effect in making decisions.	SCHOOL:	Peshastin-Dryden Elementary
COURSE GOAL:	The student will understand the need to share and cooperate in the classroom.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that free time provides opportunities to work together and share.	1. The student will participate in the following available activities during free time. a) Puzzles of career people. b) On hands show boxes (career boxes) c) Farmer Brown's barn - farm set. d) Family puppets. e) Carpenters' tools and workbench. f) Grocery store. g) Games and learning stations.	
B.O. The student will participate in the daily process of using a "free time" or "choosing" period.		

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Decision-Making Free Time
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PLANS FOR EVALUATION:	Developed By:
	Icyle Zediker

K-P-1

PROGRAM GOAL:		SCHOOL:	
COURSE GOAL:		GRADE:	
		EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:		Developed By:	

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADE ONE: UNIT TITLES

1. My Father's Job 1-A-1
Janet Flagel
2. School Workers 1-B-1
Janet Flagel
3. The Postman 1-C-1
Janet Flagel
4. VIP (very important person) Of the Week 1-D-1
Colleen Holmer
5. Self Awareness 1-E-1
Marjorie Jones
6. School Workers 1-F-1
Marjorie Jones
7. Public Service Occupations 1-G-1
Marjorie Jones
8. First Grade Olympics 1-H-1
Colleen Holmer, Lois Johnson, Marjorie Jones,
Janet Flagel
9. Self Awareness -- Physical, Emotional, Social, Intellectual . 1-I-1
Janet Flagel
10. Janitorial Services 1-J-1
Marjorie Jones
11. Milk and Its By-Products 1-K-1
Lois Johnson

TITLE: MY FATHER'S JOB

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL: Peshastin Elementary
COURSE GOAL:	The student will become aware of the father's job and of the variety of occupations held by fathers of their classmates.	GRADE: One
		EST. TIME INVOLVED:
		On going project depending on availability of parents.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the relationship between school learning activities and the world of work.	1. The child will take a letter home to the father explaining the class project. (copy attached)	Our Working World - Families at Work - SRA
I.G. The student is aware that all jobs are worthwhile in the community.	2. The child will spend some time at the father's job if it can be arranged.	I Want To Be Books by Carla Green
B.O. The student can identify jobs held by fathers in the community.	3. The child draws picture of the father's place of employment with as much detail as possible. A story accompanies this dictated or written by student.	At Home, Scott Foresman
B.O. The student can illustrate the father's place of employment.	4. Parents will come to class to share their occupation and/or tools used in their work.	Letters to Fathers
	5. A scrapbook will be kept of magazine pictures found of a fathers job. These will be labeled according to which father does what.	Resource People: Individual Fathers

COMMENTS:	CAREER EDUCATION CLUSTER: All	CAREER AWARENESS: All
	ELEMENT OF CAREER EDUCATION: All	SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION:	Developed By: Mrs. Janet Flagel
The student will be able to describe the job performed by his father outside the home and tell at least 5 occupations held by fathers of other classmates.	
1-A-1	

TITLE: MY FATHERS JOB

Grade One

SAMPLE LETTER TO FATHER

Dear Father:

Our class wants to learn about your job. We want to know what you do at your job. Please help me fill out this paper so I can take it to my teacher.

What is the name of your job?

Where do you work?

What hours do you work?

What jobs do you perform?

How does your job help us?

Would you come to our class to share your occupation or bring your tools you use in your work and explain them to us?

Could I spend some time at your work to see what you do?

I want to learn all I can about your job.

Thank you Daddy,

1-A-2

TITLE: SCHOOL WORKERS

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL: Peshastin Elementary
COURSE GOAL:	The student recognizes that there are many occupations of people who work at a school.	GRADE: Grade one
		EST. TIME INVOLVED: 20 min. a day
		3 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize the importance of each employee.	1. Tour of school to look for places people work.	Resource People: School Principal
B.O. The student will interview and identify some of the occupations of people in the school.	2. Have students work in committees on each worker. a) Committee invite them to our classroom. b) Draws pictures of them at work. c) Writes story about the interview. d) Writes thank you letters.	cook custodian playground supervisor librarian bus driver school nurse speech therapist secretary reading teacher Title I teacher
	3. School workers are interviewed by the class and show tools of their jobs. a) Students have discussed questions they will need to ask.	
	4. Each worker and committee have pictures taken to use as an evaluation.	Large butcher paper for life size drawing of workers and stories about each (for a large bulletin board).

COMMENTS:	CAREER EDUCATION CLUSTER: Public Service ELEMENT OF CAREER EDUCATION: Appreciation & Attitudes SUBJECT AREA CORRELATION: Social Studies & Language Arts
PLANS FOR EVALUATION:	Developed By: Janet Flagel

Choose one of the workers they would most like to be and tell why. As each worker's picture is shown the student will identify the job and explain two jobs they perform for our school.

1-B-1

TITLE: SCHOOL WORKER

PROGRAM GOAL:

COURSE GOAL:

Continued from 1-B-1

SCHOOL: Peshastin Elementary

GRADE: Grade one

EST. TIME INVOLVED:
20 min a day three weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

5. Workers invite students to their place of work.

- a) visit secretaries office.
- b) watch the cooks bake and cook especially in big steam kettle.
- c) after talk by bus driver students take a short trip on the bus.
- d) reading teacher and Title I teacher invite students to their room to see the many special tools they use.

Community Helpers Series,
Albert Whitman Co.

Good Morning Teacher
Pat, The Playground Leader

I Want To Be Books, Carla
Greene

At School, Scott For, sr, an

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

1-B-2

TITLE: THE POSTMAN

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL: Pesbustin Elementary
COURSE GOAL:	The student will develop an understanding that people in a community depend upon one another.	GRADE: Grade one
		EST. TIME INVOLVED: 2 weeks, 20 min per day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be aware of the role the postman plays in the community.	1. Room Post Office	Postmaster - Local Post Office
B.O. The student will examine the Post Office and the postman's duties.	a) Arrange rows into streets with signs and box numbers. b) Each student makes a mailbox. c) Make a large mailbox for mailing valentines.	Community Helpers Series: <u>Mr. Zip and the U.S. Mail</u>
B.O. The student will identify the postman's responsibilities to the community.	d) Make a post office with slots for streets. e) Make a list of students names, box numbers and streets.	<u>I Want To Be Series:</u> <u>I Want To Be a Postman</u>
B.O. The student will practice the duties of a postman in the class and mail a letter at the Post Office.	f) When children bring Valentines they mail them in the large mailbox - then take them out and sort theirs in the Post Office. g) Students sort Valentines by street & number for easiest distribution on route.	<u>Our Post Office and It's Helpers</u> <u>A Letter to Grandmother -</u> <u>Coronet Film</u>

COMMENTS: This activity was done in February so used Valentines but could be done any time during the year.	CAREER EDUCATION CLUSTER: Public Service ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Math, Art
PLANS FOR EVALUATION:	Developed By: <u>Mrs. Janet Fligel</u>

Learning activity g. is the evaluation.

1-C-1

TITLE: THE POSTMAN

PROGRAM GOAL:

Continued from page 1-C-1

COURSE GOAL:

SCHOOL: Peshawar Elementary

GRADE: Grade one

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	2. Visit to the Post Office a) Students make valentines for parents. b) Students write parents address on envelope properly. c) Each child brings money to buy his own stamp at the Post Office. d) Each child is allowed to stamp the letter and run it through the cancelling machine. e) Each child will put the letter in the proper place for the postman. f) The postman shows many tools of his work as children ask questions about his job.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	Developed By: Mrs. Janet Flagel 1-C-2
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TITLE: VIP (Very Important Person) OF THE WEEK

PROGRAM GOAL: The student will know the importance of "self" as an individual and as a worthy member of groups.

SCHOOL: Vale Elementary

COURSE GOAL: The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.

GRADE: One

EST. TIME INVOLVED: Yearly on-going program

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand that he is an important, worthwhile individual, family member and class member. I.G. The student will realize that every one is a worthwhile person, especially grandparents, brothers, sisters, classmates, etc. B.O. The student will demonstrate his feelings of positive self confidence by sharing objects and information about himself with members of the class.	1. Teacher will be the first VIP to explain program to students. 2. Throughout the week the student who is the VIP will bring pictures, objects and information concerning himself and his family to make his VIP display. 3. Incidental sharing by student during the week. 4. Culminating activity of week "Family Show and Tell" e.g. slides of family vacation, hobbies of family; special interests of family members, etc. 5. Students will contribute many of his materials to the class VIP scrapbook. (Student takes his portion home at end of year.)	VIP display area VIP throne Items brought by students

Teacher sends explanatory letter home to parents. (Copy page 1-D-2). The student VIP of the week will also have the honor of performing classroom tasks considered as privileges, e.g. room monitor, messenger, etc.

Not Applicable
Self Awareness
Social Studies

PLANS FOR EVALUATION:

Developed By:

Colleen Holmer

Teacher observation of child's increasing positive self-concept.

1-D-1

TITLE: VIP (very important person) OF THE WEEK

SAMPLE LETTER TO PARENTS

Dear Parents,

In the first grade we feel it is very important for a child to develop an awareness of himself as an important and worthwhile person. The way he feels about himself will influence his learning.

We would like to give your child his "time" to "shine", by making him Official VIP (very important person) of the Week.

YOUR CHILD NEEDS YOUR HELP

During his VIP Week, he may bring to school any items which will help portray himself as a worthwhile member of his family group and a contributing member of society.

Suggestions might be:

I. Family Members

- a. Father or mother with special interest or talents.
- b. Grandparent with hobby.
- c. Slides and/or pictures of family vacations, hobbies, etc.
- d. Brother or sister with a hobby or talent.
- e. Pets.
- f. Tape recording concerning family if parents are unable to attend.

II. Snapshots, drawings, hobbies, craft items, magazine pictures of interests, souvenirs, etc. (a space will be provided for his VIP display).

Enclosed is a tentative calendar showing your child's week to be our VIP. A reminder will be sent home before your child's week. If you have any questions please feel free to contact me.

1st Grade Teacher

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE:	One
		EST. TIME INVOLVED:	1 week 20 minutes a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand that abilities and interests are important to individual occupational choice. B.O. The student will participate in discussion, role playing, drawing of pictures, and games regarding attitudes, interests and abilities in relation to career choice.	1. Discussion groups (informal); allow students to contribute what they wish without being rebuked; teacher listens. 2. Discuss their attitudes toward school: likes and dislikes. 3. Discuss attitudes toward jobs they have at home. 4. Role play jobs they like and dislike. 5. Game - "What Do I Do?" 6. Pictures: - "Things I like to do and don't like to do". DO THIS THROUGHOUT THE YEAR AS A CONTINUING THING.	DUSO Kit American Guidance Service

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COMMENTS:	CAREER EDUCATION CLUSTER:	Not Applicable
All resources included in kit.	ELEMENT OF CAREER EDUCATION:	Self Awareness
	SUBJECT AREA CORRELATION:	Mental Health, Lang. Arts, Art
PLANS FOR EVALUATION:	Developed By:	
Continuous observation of way students relate to each other and react to different situations.	Marjorie Jones	

1-E-1

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will understand the similarities and differences between home roles and school roles.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE: One
		EST. TIME INVOLVED: 4 days
		25 min.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand that the home and school are both important in teaching good work habits. B.O. The student will discuss the importance of good work habits. The student will differentiate and compare by collecting pictures and compiling them; the types of learning in home and at school. The student will write a story and illustrate it showing his favorite job at home and at school. The student will participate in designing a mural of all jobs done in the home.	1. Children and teacher discuss how important the home is in teaching good work habits. Each pupil draws a picture or tells a story about some job he was taught by parents and points out some good working habits he learned from it. 2. Have students cut out pictures of jobs at school and jobs at home. Make a bulletin board; children place pictures under home, school or both. Have students draw or paint a picture showing every job he does at school. 3. Write a story about jobs "I like best." 4. Make a mural of all types of jobs done in and around the home. Compare the types of jobs he learns at school. How are they different? How are they alike? Does the school teach good working habits?	Magazines Construction paper Butcher paper Paint

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Educational Awareness Health-Mental, Lang.
PLANS FOR EVALUATION:	Developed By:	Art, Art
about jobs.	Observe children - watch for attitude	Marjorie Jones
	1-E-2	

TITLE: SELF AWARENESS

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: <u>Vale Elementary</u>
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE: <u>One</u>
		EST. TIME INVOLVED: <u>40 min.</u>

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become involved in classroom and home jobs.	1. Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following: a) Do you like the new task? b) Were you able to do it successfully? c) What did you use, or learn? d) Are you willing to try any jobs at home?	<u>Our Working World, Families At Work.</u> <u>S.R.A.</u>
B.O. The student will discuss and evaluate various home and classroom jobs.		
B.O. The student will evaluate which types of skills and interests are involved, through discussion and drawing, in these various classroom and home jobs.	2. Make picture of two jobs he likes best. Let him share and tell why.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	<u>Not Applicable</u> <u>Self Awareness</u> <u>Social Studies</u>
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PLANS FOR EVALUATION:	Developed By:
Observe interest shown in the activity and comments made - evaluate drawings.	<u>Marjorie Jones</u>

1-E-3

TITLE: SCHOOL WORKERS

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that all individuals in the school setting are necessary to maintain the school.	GRADE: One
		EST. TIME INVOLVED: 2 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize the importance of each employee necessary to maintain the school.	1. Take students on a tour of the school building to look for places where people work and also to look for as many workers as they can. a) Office: principal, secretary b) Health room: nurse c) Cafeteria and kitchen: cooks d) Library e) Speech room f) Janitor's workroom g) Playground h) Other classrooms	Slides taken of building workers and their tools The first slides show tools. The following slides show workers using these tools. a. secretary b. cook c. janitor d. teacher e. principal f. teacher aid
B.O. The student will examine, identify and define some of the occupations of people in the school.	2. Have children decide on a list of questions to ask workers at their places of work. Have workers demonstrate some of the tools and skills needed for their job. 3. Use video tape machine and record interviews. Compare types of jobs - talk about disadvantages and advantages.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Appreciation & Attitudes Social Studies, Lang. Arts
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PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

TITLE: SCHOOL WORKERS

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: One

Continued from page 1-F-1

EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES**

LEARNING ACTIVITIES

RESOURCES

4. Discuss how jobs are interdependent.
5. Children view film slides of tools.
Try to guess which occupation goes with each tool. Then they will view pictures of workers using the tool.
6. List skills needed for school jobs; let students role play certain skills or jobs, such as:
 - a) (secretary) students sell hot lunch tickets and count money - type letters to thank speakers.
 - b) (school nurse) check signs of health, cleanliness - bathroom habits.
 - c) (speech room) communicating skills.
 - d) (library) file books; check for due dates, categorize to subject matter, etc.

COMMENTS:

**CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:**

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-F-2

TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware of the role of the cook as a school worker.	GRADE: One
		EST. TIME INVOLVED: 3 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of the importance of nutrition in planning daily meals and become aware of various tools and skills used by a cook. I.G. The student will learn about the basic food groups. What they do for our body and what foods are best to eat. B.O. The student will plan a meal using the 4 basic food groups. B.O. The student will prepare a meal and serve it. B.O. The student will relate their activities to the role of the school cook.	1. Through class planning and discussion students will design a chart with the following headings: <u>Dairy products</u>, <u>Meats</u>, <u>Breads</u>, <u>Fruits</u>, <u>Vegetables</u> Under each heading they will fill in something they have planned for a luncheon. 2. Have school cook come in and show how to plan meals. (Discuss food groups and balanced diet ahead of time).	Resource Person: School cook Chart paper Ingredients for salad and cookies or cake. Bowl Knives Measuring tools

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Personal Services Appreciation & Attitudes Health, Math, Reading
PLANS FOR EVALUATION:	Developed By:	Marjorie Jones

TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:		SCHOOL: Vale Elementary	
COURSE GOAL:		GRADE: One	
Continued from page 1-F-3		EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
	3. Have the school cook show measuring, share simple recipes, etc. Visit the cooks' kitchen. Observe her demonstrating the use of her tools. Borrow some of those tools to prepare our luncheon. The children will prepare a lettuce salad. As they do they can discuss parts of a plant they eat: carrots - roots, lettuce - leaves, celery - stems. They learn to use knives properly. 4. Students may bake either cookies or cake. They will need to read recipe and use measuring equipment. They may bake the cookies or cake in the school oven. 5. Cleanup; tie-in with janitor tools & job. Analyze how it takes the right balance of ingredients to make cookies. Compare with a balance of workers cooperating to make up the right ingredients for a well-run school.		
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:		Developed By:	
		Marjorie Jones	

1-F-4

TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:	The student is aware that school is a job that requires mastery of basic skills for success.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will relate school skills to occupational skills.	GRADE: One
		EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware that math and reading are necessary in cooking occupations. B.O. The student will use measuring instruments and recipes to practice skills to be used in preparing a luncheon. B.O. The student will participate in preparing and serving a luncheon.	1. Have a math unit on measuring (a sand box is great for exploring in measuring how many cups equal a pint, etc.). 2. Read a variety of recipes (gives practice in reading as well as an understanding of how to use a recipe). 3. Have children copy the cookie or cake recipe to take home. 4. Students prepare and serve a luncheon to teachers.	Measuring cups Measuring spoons Recipe Math books

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COMMENTS:	CAREER EDUCATION CLUSTER: Personal Services ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp. SUBJECT AREA CORRELATION: Math, Reading, Writing
PLANS FOR EVALUATION:	Developed By: Marjorie Jones Luncheon served to teachers. 1-F-5

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:	The student can relate home and school jobs to community functions.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine occupations of people in the community who deal in a service.	GRADE: One
		EST. TIME INVOLVED: 2 weeks 30 minutes a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the role the fireman and policeman play in the community. I.G. The student is aware of the role the city employees play in the community. B.O. The student will examine equipment and tools used by fireman and policeman. B.O. The student will identify the policeman's and fireman's responsibility to the community. B.O. The student will identify his own responsibility in relation to firemen and policemen. B.O. The student will examine equipment and tools used by city employees. B.O. The student will identify the responsibilities of city employees. B.O. The student will identify his responsibility to his community.	1. Guest speaker: fireman - brings equipment and clothing. 2. Class discussion about their jobs, training, skills involved, etc. 3. Students view fire engine. 4. Guest speaker: policeman - brings dogs, equipment, police car, etc. 5. Student writes thank you letter to fireman and policeman. 6. Extra activities: paper doll in art, dot-to-dot seatwork, stories, poems, songs, finger plays. 7. Discussion on how we can help these community helpers. 8. Use words from these occupations for reading games. 9. Creative writing about policeman and fireman.	Resource Persons: Fireman Policeman Sheriff City employees SVE picture file Book: <u>Billy's Neighbors</u> Camera Map of Cashmere Clothes pins

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies, Art, Lang. Arts, Health, Reading
PLANS FOR EVALUATION:	Developed By:	Marjorie Jones

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:

COURSE GOAL:

Continued from page 1-G-1

SCHOOL: Vale Elementary
 GRADE: One
 EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	10. Panel of city employees; play a get-acquainted game, each guest will hold a card telling a job title but scrambled so the employee does not hold his own. Allow the class a chance to unscramble the men and jobs after being given clues. Then employees will tell about their jobs. 11. Students make a neighborhood map; place objects such as street cleaner on area where located. 12. Field trip follows with a visit to the city water pumping plant, city sewage system, city water storage, garbage dump, offices of city department, fire station. 13. Watch computer making out bills for customers. Man controlling the computer explains his job. Visit the secretaries and watch supt. of public utilities use radio to dispatch ~~workers~~ EDUCATION CLUSTER:	

COMMENTS:

ELEMENT OF CAREER EDUCATION:
 SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-G-2

TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:	SCHOOL: Vale Elementary
COURSE GOAL:	GRADE: One
	EST. TIME INVOLVED:

Continued page 1-G-2

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	13. Start a class scrapbook related to community helpers which deal in a service related to cleanliness and safety. 14. Class experience charts: a) Attributes policeman and fireman need. b) Why they chose the job. c) Why we might choose the job. 15. Dress up in fireman or policeman clothes. Take pictures; role play. 16. Draw pictures for scrapbook of people in city departments. 17. Collect maps of all areas these helpers are responsible for. 18. Record advantages and disadvantages of all city employee jobs. 19. Make a people pyramid of all people who contribute to city maintenance (use clothes pins).	

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COMMENTS: Pictures are taken on the field trip of all people visited and all areas where they work to put in scrapbook.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION: Observe child drawing, involvement in class. Class scrapbook and projects.	Developed By: Marjorie Jones

1-G-3

TITLE: FIRST GRADE OLYMPICS

PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction, and take responsibility.	SCHOOL: Vale Elementary Peshastin-Dryden Elem.
COURSE GOAL:	The student knows ways in which individuals can contribute to team morale, e.g. tolerance, respect for others, self-respect, cooperation, and self-discipline.	EST. TIME INVOLVED: 4 hrs. preparation - 2 hrs. day of event

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student knows that the following contribute to sportsmanship: a) following accepted codes of ethics. b) respecting opponents, officials, etc. c) controlling emotions. d) accepting victory or defeat. I.G. The student is aware of individual differences.	1. Demonstration of the following activities to students by high school track students. a) standing longjump b) running longjump c) bean bag throw d) 25 yard dash e) 50 yard sprint f) 10 yard relay g) obstacle course h) high jump 2. Use DUSO or FOCUS activities where applicable. 3. Students will practice the above. 4. Each student and teacher will choose events child will participate in. 5. Listen to track coach. 6. Participate in First Grade Olympics. (Jr. high students act as officials).	Resource Persons: High school track students Track coaches (men & women) Jr. high students - officials equipment for all sport events DUSO KIT - AGS FOCUS KIT - SRA Books from Media Resource Center
B.O. The student will demonstrate his ability to follow accepted codes of ethics, respect opponents and officials, controlling emotions and accepting victory or defeat by participation in a 1st grade track meet. B.O. The student can differentiate physical abilities among students.		

COMMENTS: Activities can be designed to fit different groups or locations. Teacher keeps a record of student achievement during practice.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Hospitality & Recreation Occ. Employability Skills Health and P.E.
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PLANS FOR EVALUATION: Teacher observation of student attitude and enthusiasms during practice and Olympics.	Developed By:	Lois Johnson Janet Flagel Colleen Holmer Marjorie Jones
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1-H-1

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: Peshastin-Dryden Elementary
COURSE GOAL:	The student recognizes that each person has a worth of his own.	GRADE: One
		EST. TIME INVOLVED: 1/2 hour period - 2 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of his physical being.	1. Listen to record from FOCUS KIT. 2. Discussion of record - "Ways we are alike and different". 3. Students draw pictures of self, looking in a mirror. 4. Discussion of photoboard from FOCUS. 5. Answers to open-ended sentences: "If I were taller I _____."	FOCUS On Self Development Awareness, Stage 1 - SRA
B.O. The student will describe his physical qualities and abilities to give him a better understanding of himself.		Bulletin board pictures of students. Books: <u>Smallest Boy In the Class</u> , <u>Beim</u> , <u>Five Chinese Brothers</u> , <u>Bishop</u>

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COMMENTS:	The following 4 sample lessons are from FOCUS KIT. Similar format is used for any units used from this kit. Units are chosen to fit specific needs of the class.	CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health, Art, Lang. Arts.
PLANS FOR EVALUATION:	The student will describe his physical self to the class.	Developed By: Janet Flagel

I-I-1

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

PROGRAM GOAL: The student will know the importance of "self" as an individual.

COURSE GOAL: The student recognizes that each person has a worth of his own.

SCHOOL: Peshastin-Dryden
 GRADE: Elementary
 EST. TIME INVOLVED: One

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that he has feelings, as do other people.	1. Show filmstrip from FOCUS KIT.	FOCUS on Self Development
B.O. The student will define various feelings he has.	2. Show faces expressing the various feelings.	Awareness, Stage I - SRA
B.O. The student can recognize different feelings from, and describe peoples' expressions.	3. Use tone of voice to illustrate feelings.	Pictures depicting feelings
	4. Students draw pictures of themselves in two emotional situations for a bulletin board display and other children guess the feeling they portray.	Collage materials
	5. Students make a collage of the various facial expressions.	

COMMENTS:

CAREER EDUCATION CLUSTER: Not Applicable
 ELEMENT OF CAREER EDUCATION: Self Awareness
 SUBJECT AREA CORRELATION: Mental Health, Art, Lang. Arts.

PLANS FOR EVALUATION:

The student will be able to define the feelings of people in various pictures they have found in magazines.

Developed By: Janet Flagal

1-I-2

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction, and take responsibility.	SCHOOL: Peshastin-Dryden GRADE: Elementary EST. TIME INVOLVED: 1 week - 20 min. per day
COURSE GOAL:	The student will evaluate the interdependency of workers in a work situation when everyone has an assigned job.	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of himself as a social being - one who lives among others and inter-acts with them.	1. Listen to recorded story from FOCUS KIT. 2. Discussion of typical incidents in small groups to allow children to interact. 3. After discussion groups -- ask students to tell why or why not their group was successful. 4. Make class rules for the year, showing the interdependence of each child.	FOCUS on Self Development Awareness Stage I - SRA Filmstrip: Getting Along in School Coronet
B.O. The student will participate and evaluate a small group situation.		
B.O. The student will develop rules for the class.		

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Employability Skills Mental Health, Social Studies, Lang. Arts
PLANS FOR EVALUATION: The student will be able to state rules that are necessary in a group situation.	Developed By:	Janet Plagel

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL

PROGRAM GOAL: The student is aware that school is a job that requires mastery of basic skills for success.

COURSE GOAL: The student will recognize that being a student is his present occupation.

SCHOOL: Pensacola-Dryden
GRADE: Elementary
 One
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the process of learning and will perceive himself as a learner. B.O. The student can describe three learning situations. B.O. The student can identify three ways he learns.	1. Listen to record story "Learning in the Park". 2. Class discussion of record; the student realizes that everyone is, in some respect, always a learner. 3. Role play the recorded story. 4. Open-end sentences relating their learning as their job right now. 5. Discussion of photoboards showing learning situations.	FOCUS on Self Development Awareness Stage I, SRA Film: Beginning Responsibilities Getting Ready for School Book: <u>Jim Can Swim</u>, Olds, Helen

COMMENTS:

CAREER EDUCATION CLUSTER: Not Applicable
ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.
SUBJECT AREA CORRELATION: Social Studies, Lang. Arts

PLANS FOR EVALUATION:

The student will tell three ways he learns, and describe three learning situations.

Developed By: Janet Fligel

1-I-4

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests.	GRADE: One
		EST. TIME INVOLVED: 20 min a day for a week.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will express his attitudes and ideas concerning the janitorial occupations.	1. The children will take an attitude sampler - use papers with squares. Have them respond to an oral question by using the three faces (happy, neutral or sad).	Resource Packet Attitude test
B.O. The student will record his attitudes and understandings of the role of a janitor (or cleaning personnel).	2. Pass out divided paper - have students draw as many pictures as they can of what the janitor does. (These are their own ideas). 3. The children will use their drawings as a guide for discussion. 4. Teacher and children compile a list of jobs they and a janitor might do. 5. Compare jobs on this list with jobs that a cleaning lady or mother might do.	Paper divided into squares.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Self Awareness Social Studies, Art, Lang. Arts.
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PLANS FOR EVALUATION:
Save attitude sampler to compare with attitudes at end of unit.

Developed By:

Marjorie Jones

1-J-1

TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student will relate home and school jobs to community functions.

COURSE GOAL: The student will examine occupations of persons in the community who deal in a service (janitorial services).

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the importance of the cleaning person. I.G. The student is aware of the various tools and skills used by a cleaning person. B.O. The student will identify and define the responsibilities of the cleaning person. B.O. The student will compare the responsibilities of different types of cleaning persons. B.O. The student will identify and define the skills and tools used by the cleaning person.	1. Take a trip to a local motel to watch the cleaning lady at work. 2. After trip list jobs. Discuss what responsibilities we would like - wouldn't like - tie in cleanliness and health. 3. Compare her job to our idea of what the school janitor does. 4. Write thank-you letters to motel cleaning lady. 5. Guest speaker - representative of a professional cleaning service - demonstrate and explain their job.	Field Trip: Local motel

COMMENTS:

CAREER EDUCATION CLUSTER: Public Service
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Social Studies - Lang.
Arts, Health

Developed By: Marjorie Jones

PLANS FOR EVALUATION:

Evaluate students' written comments in letters.
Continuous observation.

1-J-2

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will examine the occupation of the school janitor.	GRADE:	One
		EST. TIME INVOLVED:	1/2 hr. period - 3 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the importance of a school janitor. I.G. The student is aware of the various tools and skills used by a school janitor. B.O. The student will identify and define the responsibilities of a school janitor. B.O. The student will identify and define the skills and tools used by a school janitor.	1. The student will mark their lists of ideas on what the janitor does as he explains his responsibilities. Add any extra ideas. Cross out any wrong ideas. 2. The janitor shows the children every area in which he works. 3. The janitor demonstrates how to use vacuum cleaner, floor waxer and polisher, window cleaners, etc. 4. The children can try out each of these things under the janitor's supervision. 5. Write a thank-you letter to the janitor.	Resource Person: School janitor Equipment: waxer broom vacuum cleaner window cleaner cleaning solvent

COMMENTS:	CAREER EDUCATION CLUSTER: Public Service ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Health.
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PLANS FOR EVALUATION:	Developed By:
Observe the students' responses and comments. - both oral and written.	Marjorie Jones

1-J-1

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction and take responsibility.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that developing rules, accepting directions and taking responsibilities are a major requirement of all occupations.	GRADE: One
		EST. TIME INVOLVED: 6 hours minimum

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize that his abilities and interests will determine the job he does. I.G. The student is aware that developing rules, accepting directions and taking responsibility are <u>very</u> important in all occupations. B.O. The student will evaluate and list jobs he can do. B.O. The student will practice using tools in his own room. B.O. The student will accept the responsibility of a particular job and carry it out to completion.	1. Take a trip around the building (small groups with a mother helper). a) Make a list of jobs that need to be done. b) In the room decide which jobs we can do. Cross out those that are too difficult. 2. Have students practice the various jobs by cleaning our room each day, for a week. (Each child selects a different job each day. 3. Make a list of jobs to be done in classroom and a list of extra jobs outside the rooms. When cleaning another classroom all children will work in that one room at the same time (each with his special job). This is easier for supervision. Out-of-classroom jobs are harder, and more easily done in a group of 4 with a mother helper.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Services Employability Skills Math, Social Studies
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PLANS FOR EVALUATION:	Developed By:
	Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:

COURSE GOAL:

Continued from page 1-J-4

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	4. Students select the jobs they want when cleaning each room (a different one each time). Each child will have a chart with his job on it. 5. Each student selects the extra out-of-class job he wants -- Examples of jobs: a) Clean showcase windows, office windows, and bathroom mirrors. b) Clean drinking fountains. c) Shake doormats to outside door and clean underneath. d) Wash fingerprints off hallway walls. 6. Make carrying caddies to carry cleaning supplies; scouring powder, sponges, rags, etc. (use contact paper to decorate). 7. Each child will do the different jobs in each room which he signed up for, and is responsible for the completion of that job.	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-J-5

TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student is aware of the consequences of personal decision making.

COURSE GOAL: The student is aware that he is responsible for his decisions.

SCHOOL: Vale Elementary

GRADE:

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be able to evaluate his own efforts in relationship to rewards received (monetary and self satisfaction). B.O. The student will fill out an evaluation sheet relating his attitudes and understanding. B.O. The student will compile a scrapbook portraying all efforts throughout the whole unit.	1. The student can fill out an evaluation sheet after each job is completed. (He has a right to like or dislike the job he picked but he is responsible for the job completion). On the evaluation sheet he might answer some of the following: a) Title of the job b) Time it took (child records time he started and time he finished on clock) c) Did he like the job? (faces) d) Could I do this job at home? e) What did I like -- didn't like? 2. Make scrapbooks--keep copies of letters to janitor and cleaning lady; photographs of janitor and children doing jobs. Pictures of boardwork with written instructions (e.g. have a janitor put 2 desks in the room, etc.)	Evaluation Sheet (attached)

COMMENTS:

CAREER EDUCATION CLUSTER: Public Service
ELEMENT OF CAREER EDUCATION: Decision Making
SUBJECT AREA CORRELATION: Math, Lang. Arts, Social Studies

PLANS FOR EVALUATION:

Developed By:

Evaluate scrapbook and evaluation sheets - comments.

1-J-6

Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will be aware that school is a job that requires mastery of basic skills for success.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will relate school skills to occupational skills.	GRADE: One
		EST. TIME INVOLVED: On-going during unit.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will be aware that math is necessary to the janitorial services.	1. Unit on telling time; learn to tell time by hour, half hour, minute. Use this for keeping track of the amount of time spent performing each job.	Math books Clock Play money Magnet board Play store
B.O. The students will practice telling time and counting money.	2. Unit on money; have a play store. Be able to figure out lunch money; count on board by penny, nickel, dime, quarter, penny + penny, etc. (Use this knowledge for figuring out how much money he earned all together.)	

COMMENTS:	These two units are worked in during math time in the total unit on Janitorial Services.	CAREER EDUCATION CLUSTER: Public Service
		ELEMENT OF CAREER EDUCATION: Skills Awareness, Beg. Comp.
		SUBJECT AREA CORRELATION: Math

PLANS FOR EVALUATION:	Developed By:
Evaluate math test on time and money.	Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student is aware of the exchange of goods and services

COURSE GOAL: The student realizes that working results in monetary rewards which in turn can be exchanged for goods and services.

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED: one hour

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that different jobs provide different rewards. I.G. The student recognizes that individual choice affects earning power. B.O. The student will purchase goods with the money he earned.	1. In choosing type of janitorial job he is going to do, the student might also consider the amount of money he will earn for each job. Easy jobs bring less money. 2. Each student will be awarded paper money representing pennies, nickels, etc. 3. Each student may purchase gifts with the money he has. Some will be worth a penny, nickel, dime, etc. Student will figure out how much he can purchase. 4. A bonus could be awarded the two "best" workers if the teacher wants.	Paper money. Small items for student to purchase.

COMMENTS:

CAREER EDUCATION CLUSTER: Public Service

ELEMENT OF CAREER EDUCATION: Economic Awareness

SUBJECT AREA CORRELATION: Math, Social Studies

PLANS FOR EVALUATION:

Observe student's reactions and attitudes to job picked, amount of money earned and comments student makes.

1-J-8

Developed By:

Marjorie Jones

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student will relate home and school jobs to community functions.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware of the similarity of jobs found in the school and the home.	GRADE:	One
		EST. TIME INVOLVED:	1/2 hour - 4 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes cleaning jobs that are found in the home and in the school. B.O. The student chooses a cleaning job done at school and does this cleaning job at home. B.O. The student compares mother in the home and the janitor at school.	1. The student will cut out pictures of home cleaning jobs. 2. Pick janitorial type jobs he would like to do at home. See how many of the jobs he did at school will be done at home. 3. Teacher will go home with student and take a picture of the student doing one of his home jobs. Put the picture in the scrapbook. 4. The student can write a story about jobs he does at home. 5. Discuss and compare the way we cleaned house before the unit and after. 6. Discuss how mother is like janitor, how mother's job is different from janitor. 7. The student will take the attitude sampler again (same as beginning).	Camera Film Attitude sampler

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Consumer and Homemaking Career Awareness Social Studies, Lang. Arts
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PLANS FOR EVALUATION:	Developed By:
Evaluate comments made by parents about student cooperation at home. Evaluate attitude sampler.	Marjorie Jones

1-J-9

TITLE: JANITORIAL SERVICES

PROGRAM GOAL:	The student can relate home and school jobs to community functions.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will relate school skills to occupational skills.	GRADE:	One
		EST. TIME INVOLVED:	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that all jobs have advantages and disadvantages. B.O. The student will evaluate school jobs by values and popularity.	1. Let student draw pictures which show the different school jobs he has surveyed including necessary tools or equipment for the various jobs. He may depict the worth of the job as he sees it by drawing different faces.  2. Make charts to show values and popularity of jobs. 3. After showing film slides of places and people at their work, use follow-up discussion. a) Why do you suppose each worker chose his job? b) How could we find out why our school workers chose their jobs?	

COMMENTS:	This activity is the student evaluation procedure for the study of all school workers.	CAREER EDUCATION CLUSTER:	Public Service
		ELEMENT OF CAREER EDUCATION:	Career Awareness
		SUBJECT AREA CORRELATION:	Social Studies

PLANS FOR EVALUATION:

Examine student's responses of school jobs to various occupations. Compare attitudes and understanding developed since beginning the study of school workers.

Developed By:

Marjorie Jones

TITLE: JANITORIAL SERVICES

ATTITUDE QUESTIONNAIRE

(Ask question orally - Student responds with



Explain each question so student can respond accurately.



Is a cleaning person's job important?



Does a janitor have to work hard?



Do you think a school janitor has to get along with people?



Does a janitor have to learn how to do his job?



Does a janitor have to follow orders and obey rules?



Do you have to be a special kind of person to be a janitor?



Would you like to be a janitor?



Could we do without cleaning services?

TITLE: JANITORIAL SERVICES

TITLE OF THE JOB. _____

TIME IT TOOK



DID I LIKE THIS JOB?



COULD I DO THIS JOB AT HOME? YES

NO

WHAT IF THIS JOB HADN'T BEEN DONE?

WHAT DID I LIKE?



WHAT DIDN'T I LIKE?

PAYMENT

1-J-12

TITLE: THE PRODUCTION OF MILK AND ITS BY PRODUCTS

PROGRAM GOAL: The student is aware of the exchange of goods and services.

COURSE GOAL: The student is aware of some goods and services produced in the community.

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED:

Approximately 4 wks.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that milk comes from cows. I.G. The student is aware that many jobs are necessary to produce milk and its by-products. I.G. The student is aware that other products are made from milk. I.G. The student is aware that many jobs are dependent upon one another. I.G. The student recognizes the different processes used to take care of milk. B.O. The student will indicate that milk comes from cows and how grass or foods the cow eats turns into milk. B.O. The student will list several jobs necessary to get milk ready to use. B.O. The student can name at least five products that come from milk.	1. Creative writing - "Where Do You Think Milk Comes From?" Discuss. 2. Discuss poster pictures - <u>Milk Comes From Mammals</u>. 3. View filmstrips and have class discussion. 4. Listen to library books read by teacher. 5. Read to students from <u>Little Folks Land Joe Boy's Cow</u>, p. 70 <u>Lady Cow's Butter</u>, p. 70 <u>The Little Sick Girl</u>, p. 72 <u>Farmer Green's Grain</u>, p. 73 6. View filmstrip <u>How We Get Milk</u>. 7. Class discussion on filmstrip and taking care of milk and processes which are used. 8. Role playing - farmer feeding cow, preparing food for cow, milking cow and processing milk; role of transportation in the story of milk.	Filmstrips: <u>Life on a Small Farm</u>, McGraw-Hill <u>Life on a Large Ranch</u>, McGraw-Hill <u>How We Get Milk</u>, SVE Books: <u>I Want To Be A Dairy Farmer</u>, Carla Greene <u>Milk For You</u>, Warren Schloot, Jr. <u>Little Folks Land</u>, Madge Bigham Prints: <u>and Ranch Animals</u>, SVE <u>Dairy Helpers</u>, SVE

COMMENTS: The book Little Folks' Land is out of print.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Agri-Business & Nat. Resources
Economic Awareness
Social Studies, Math, Art

PLANS FOR EVALUATION:

All students work is evaluated, e.g. scrapbook, creative writing, role playing, and class discussion.

Developed By:

Lois Johnson

1-K-1

TITLE: THE PRODUCTION OF MILK AND ITS BY PRODUCTS

PROGRAM GOAL:

COURSE GOAL:

Continued from page 1-K-1

SCHOOL: Vale Elementary

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

B.O. The student can tell the story of making butter or ice cream.

LEARNING ACTIVITIES

9. Trip to grocery store or farm.
10. Students will write stories and illustrate.
11. Present a large outline picture of a cow. Have students find pictures of milk products and fill in cow to make a mosaic.
12. Make a mural telling the story of milk.
13. Make a scroll theater story with illustration about milk.
14. Make a class scrapbook depicting all aspects of milk and milk products.
15. Make butter in the classroom.
16. Make ice cream in the classroom.
17. Have lesson on measurement in math.
18. Creative writing about experiences with making butter and ice cream.
19. Finish class scrapbook.
20. Students role play the job they liked best during the unit.

RESOURCES

Miscellaneous pamphlets
National Dairy Assn.
Ingredients for butter
Ingredients for ice cream
Magazines for pictures
Tools for measurement

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

3-4 eggs beaten slightly
2 T. vanilla
After mixing all ingredients, fill remainder of freezer with canned milk. Freeze using 1 part rock salt to 7-8 parts ice. After frozen let set for couple of hours.
1-K-2

RECIPE FOR ICE CREAM - 4 QT. FREEZER

2 cups sugar
4-5 cans evaporated milk
1 pt whipping cream

Developed By:

Lois Johnson

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADE TWO: UNIT TITLES

1. Jobs in a Community 2-A-1
Harriet Green, JoAnn Lewis, Shirley Scott
2. Energy 2-B-1
Harriet Green, JoAnn Lewis, Shirley Scott
3. Holland 2-C-1
Harriet Green
4. Developing Food Service Skills -- A Luncheon. 2-D-1
Harriet Green
5. The Post Office and Its Employees 2-E-1
Harriet Green, JoAnn Lewis, Shirley Scott
6. The Community 2-F-1
Norma Berg
7. Goods and Services 2-G-1
Harriet Green, JoAnn Lewis, Shirley Scott
8. Barter Day 2-H-1
Harriet Green, JoAnn Lewis, Shirley Scott
9. Food and Its Origin 2-I-1
Harriet Green, JoAnn Lewis, Shirley Scott
10. Communications Skills 2-J-1
Harriet Green, JoAnn Lewis, Shirley Scott
11. Math Skills and Occupations 2-K-1
Harriet Green, JoAnn Lewis, Shirley Scott
12. Making and Selling a Food Product 2-L-1
Harriet Green, JoAnn Lewis, Shirley Scott
13. Sometimes Our Hobby Becomes Our Job 2-M-1
Harriet Green, JoAnn Lewis, Shirley Scott
14. Understanding Self and Others 2-N-1
Norma Berg
15. Relating Academic Subjects to Occupations 2-O-1
Harriet Green, JoAnn Lewis, Shirley Scott

TITLE: JOBS IN A COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that there is dignity in work and work is important.	GRADE: Two
		EST. TIME INVOLVED: 5 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will identify and investigate some occupations in the community so he will recognize the importance, relationship and interdependency of each. B.O. The student will interview his/her parents about their occupations and share this information with the class. B.O. The student will bring items that pertain to the parents jobs and share with class.	1. Ask students to tell about their parents occupations. Then have them paint or draw a picture illustrating their parents at work. 2. Students will interview their parents and find two related jobs bringing tools of the jobs to illustrate. Compare these occupations and how they help us and how they help other occupations. 3. Have children keep tally of kinds of workers they see on the way to school. Discuss what each worker mentioned does. 4. Children make stand-up workers and place in community layout in appropriate work setting.	Art supplies Items representing parents' occupations

COMMENTS:	Student enthusiasm was extremely high for this activity. Most students showed pride in their parents occupations.	CAREER EDUCATION CLUSTER: All
PLANS FOR EVALUATION:	Teacher observation of sharing tools of the trade with class	DEVELOPED BY: Harriet Green JoAnn Lewis Shirley Scott

TITLE : JOBS IN A COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each job.	SCHOOL: Vale Elementary
COURSE GOAL:	The student can recognize that there are many different kinds of jobs in a community.	GRADE: Two
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Each student will read a book on a different occupation in the community.	1. View film (discuss)	Film - ISD #167 "Helpers in the Community"
B.O. Each student will fill in a simplified book report sheet and draw a picture.	2. Each student reads a book and writes a report. 3. Each student reads his report to the class. 4. Display reports and pictures on bulletin board. Later bind into book form. 5. Play "What's My Line"	SVE Sound Filmstrips "Community Workers and Helpers" Books: I Want To Be series Childrens Press, Chicago I Know series, and Let's Go series, G.P. Putnam, New York Peabody Kit #2 - All occupation cards - Clothing cards- Tool cards

COMMENTS:	Each teacher has a list of all lessons that are used for the occupation, clothing and tool cards from the Peabody Kit #2	ALL Career Awareness Social Studies
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PLANS FOR EVALUATION:	Developed By:
Book reports and pictures	Harriet Green
	JoAnn Lewis
	Shirley Scott

2-A-2

TITLE: ENERGY

PROGRAM GOAL:	The student can analyze alternatives to problems and be able to express them verbally and in written form	SCHOOL: Vale Elementary
COURSE GOAL:	The student becomes aware that the loss of energy affects many occupations, and indirectly or directly the family unit, regarding economics, comfort and pleasure.	GRADE: Two
		EST. TIME INVOLVED: 6 hours

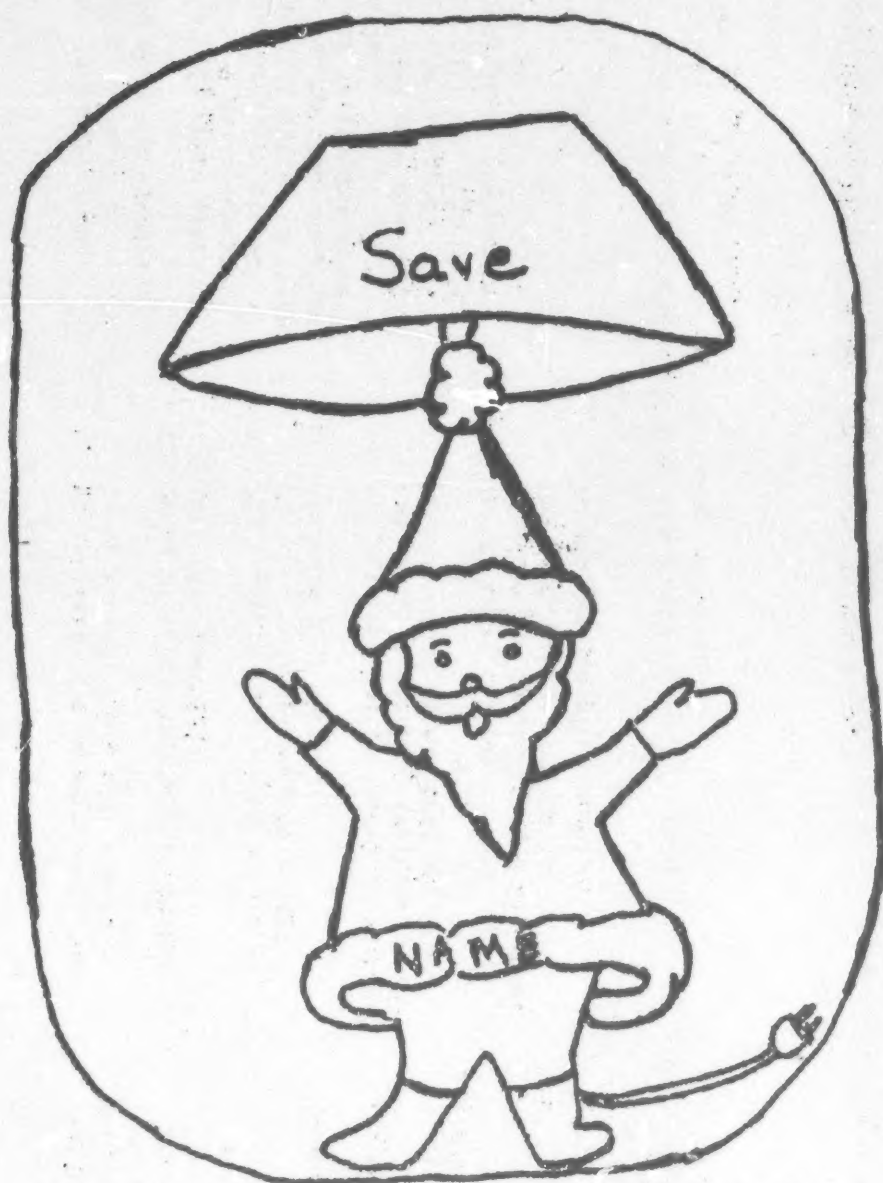
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the responsibility of each individual to conserve energy.	1. Write lists at home of ways to conserve energy, share with class.	Cookies
B.O. The student will write lists of what people can do to conserve energy and share with class.	2. Bring pictures from home of things that use electricity.	Badges
B.O. The student will listen to TV and read the paper to find examples of the energy crisis and share with the class.	3. All students take energy pledge - "I _____ pledge to save energy." Students sign chart.	Promotional Advertisement "Come on kids and get a free cookie. Meet in the gym at 2:00 and take the energy pledge"
B.O. The student will role play ways that energy can be saved.	4. Students role play various ways they can conserve energy. (regular toothbrush instead of electric one, etc.)	(See sample of badge on back)
B.O. The student will take the pledge and also administer the pledge to other students.	5. Invite other classes to take pledge. Stations set up utilizing 3 students. One gives pledge; one passes out badges and one gives cookies.	Focus Kit - SRA Unit M "Here I Am" page 21-22 (Problem solving process)

COMMENTS: This unit came about because of the energy crisis and one students mother who writes promotional material for a radio station as an occupation.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Environmental and Nat. Resources and Energy Decision Making
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PLANS FOR EVALUATION:	Developed By:
Student lists from home and pictures from home.	Harriet Green
	JoAnn Lewis
	Shirley Scott

UNIT TITLE: ENERGY
Continued from Page 2-B-1

BADGE



(Santa badges were used, because this unit was conducted at Christmas)

2-B-2

TITLE: HOLLAND

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student recognizes that many jobs are necessary to maintain any community.	GRADE:	Two
		EST. TIME INVOLVED:	one hour per day - 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will compare the occupations in Holland with occupations available in the U.S. and particularly Cashmere. B.O. The student can state 5 differences and five similarities between jobs in Holland and Cashmere. B.O. The student will identify 10-15 occupations, towns or vocabulary words pertaining to Holland.	- Inquiry lesson on Holland after viewing pictures on bulletin board. - Compare money from Holland to ours in regards to size, shape and worth. - Discuss why many of the old customs are not used today such as windmills, wooden shoes, etc. Compare to some old customs that we do not follow anymore. - Discuss differences and similarities regarding industry, transportation, government, tourist trade, fine arts and towns known for one industry, i.e. Edam-cheese. - Letter for review of occupations and vocabulary.	Bulletin board pictures Money from Holland Realia: dolls, jewelry Math game-attached Bingo game - attached Filmstrip "Children of Holland" - ISD #167 Resource Person: Marta Brooks

COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social studies, Math
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PLANS FOR EVALUATION:	Developed By:
Bingo game for vocabulary words	Harriet Green
Each student make a booklet depicting Holland	

2-C-1

PROGRAM GOAL: TITLE: HOLLAND
 The student is aware of the capabilities and limitations of individuals.

COURSE GOAL: The student recognizes that there are many different jobs each requiring different skills and abilities in every community.

SCHOOL: Vale Elementary
GRADE: Two
EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student becomes aware that many skills are required to prepare and serve a meal.	1. Discuss the type of breakfast in Holland and how this particular type of meal is significant to their industry and farming.	Nutritionist as resource person
I.G. The student is aware that occupations exist that deal with proper nutrition.	2. A nutritionist discusses her job and the importance of good nutrition.	Art supplies Food for breakfast Egg timer Hot plate
B.O. The student will prepare, serve and eat a typical Holland breakfast.	3. Plan a menu (cheese, cold ham, boiled eggs, cold bread, butter, jelly & hot chocolate). Relate to 4 basic food groups.	Pans Table settings 30 cup coffee maker for hot water for chocolate
B.O. The student will prepare charts that categorize food into the 4 basic groups.	4. Make place mats (art project) using assembly line.	Salt and pepper
B.O. The student will assemble place mats, using the assembly line process.	5. Make a menu and cover for it.	
B.O. The student can measure a period of time by reading an egg timer.	6. Practice table setting.	
B.O. The student can conclude that each individual by cooperating and doing their own task can produce a finished product.	7. Practice boiling eggs using an egg timer i.e. 3, 4 & 5 minutes to see how each child want their eggs at the breakfast. 8. Form committees so each child has a specific job to do at the breakfast (whip cream, cut cheese, set table, fold napkins, fill jelly cups, fix platters of ham, cheese and bread, boil eggs, etc.)	Hospitality & Recreation Consumer & Homemaking Rel.

COMMENTS:
 This is part of the culminating activities for the unit on Holland.

CAREER EDUCATION CLUSTER:
 ELEMENT OF CAREER EDUCATION:
 SUBJECT AREA CORRELATION:

Self Awareness
 Social Studies, Math, Art
 and Nutrition

PLANS FOR EVALUATION:
 Breakfast will evaluate skills

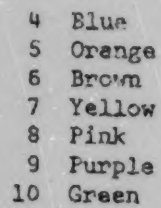
Developed By: Harriet Green

2-C-2

TITLE: <u>HOLLAND</u>		SCHOOL: <u>Vale Elementary</u>
PROGRAM GOAL: <u>The student will relate basic skill development to life roles within the community.</u>	GRADE: <u>Two</u>	
COURSE GOAL: <u>The student is aware that different occupations require different skill development.</u>	EST. TIME INVOLVED: <u>3 hours</u>	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many occupations and specific skills involved in operating a greenhouse. B.O. The student will visit a greenhouse to see how various skills relate to specific jobs. B.O. The student will plant a tulip bulb for forced Christmas blooming.	- Students visit greenhouse and florist shop. - Students each plant a tulip bulb in a pot donated by the greenhouse. The manager of the greenhouse demonstrates and explains the procedure, the type of dirt needed, care of plants, etc. - Thank you letters written to manager of the greenhouse by students. - Students draw pictures that depict jobs in a greenhouse.	Field trip: Kashmir Gardens Resource Person: Greenhouse manager Tulip bulbs

COMMENTS: <u>This is part of the culminating activities for the unit on Holland</u>	CAREER EDUCATION CLUSTER: <u>Agri.-business, Marketing and Distribution</u> ELEMENT OF CAREER EDUCATION: <u>Educational Awareness</u> SUBJECT AREA CORRELATION: <u>Social studies, Science, Language Arts, Art</u>
PLANS FOR EVALUATION: <u>Teacher observation</u>	
<u>Harriet Green</u>	



BINGO GAME
HOLLAND UNIT

1. Amsterdam
2. Netherlands
3. Rotterdam
4. Canals
5. Dikes
6. The Hauge
7. Marken
8. Volendam
9. Haarlem
10. Alkmaar
11. Stork
12. Rembrandt
13. Jan Vermeer
14. Vincent Van Gogh
15. Frans Hals
16. Polder land
17. North Sea
18. Government
19. Diamonds
20. Edam
21. Holland
22. Sunflowers
23. Tulips
24. Windmills
25. Delf
26. Bicycles
27. Klompen
28. Zuider Zee

Directions:

Students pick 16 different words from list and write one in each square. The teacher gives a definition or description, if the student has that word he covers it.

2-C-5

The Netherlands
October, 1973

Greetings to you all,

What a wonderful time I'm having. It has been especially exciting running into so many of my friends. They say it is a small world. You too will believe this after reading my letter. It was just one surprise after another.

To start with the pilot of my plane from Seattle, Washington was _____ and the co-pilot was _____. Out of the six stewardesses two were from Cashmere, _____ and _____. They took good care of me and gave me the best of service. Looking out the airplane window I had my first view of the Netherlands. It's a beautiful green country with many many canals. _____ said, "God created the world but the Dutchmen themselves created Holland". I found this to be true after seeing all the dikes around Amsterdam. Some of the dikes are so big that big highways are on top of them.

_____ was in charge of all the big equipment machines. He took me out to see the polder land and explained that this was the land that had once been under water. At one time the pumping of water had been done by windmills. _____ took me to see the electric pumps that are now used and there was _____ in charge of the operation.

_____ and _____ took me to the hotel _____ managed. I walked up three flights of the most narrow steps I have ever seen to get to my room. _____ pointed out the big hooks outside the windows. This was used to haul up big pieces of furniture because it would be impossible to use the stairs.

While in Amsterdam I went to see a diamond cutting factory. _____ was working there. _____ told me several interesting things. A diamond is so hard that only another diamond can be used for the cutting. He told me that Amsterdam has been the diamond cutting center of the world since the days when the Dutch traders brought diamonds from the East Indies and Africa.

Now my friends decided I should take a canal tour of Amsterdam, the largest city. _____ was the pilot of my canal-boat. As I stepped in _____ snapped my picture which I'm enclosing. The buildings are made of bricks and are tall and narrow. There is no space between buildings. This is such a small country and there are so many people that land can't be wasted. As I looked at the narrow streets on either side of the canal I saw men, women and children all riding bicycles. Many other boats were traveling up and down the canal. Some were docked as they were houseboats. We stopped a moment to talk to _____ as she was on deck hanging out the family wash.

The next morning _____ took me on a walking tour of the city. We first went to the flower market. The flowers and plants were lovely. At one flower stall was _____ and _____. They showed me tulip bulbs that are sent to all parts of the world.

_____ and _____ took me to Haarlem, just a short distance away. This is the tulip center. Also there is a chocolate factory. _____ was our guide and she gave us several samples. Before leaving Haarlem I visited the Frans Hals Museum. There I saw The Laughing Cavalier painting by Hals.

That afternoon I went to see the modern VanGogh museum. Although The Starry Night wasn't there, I saw many of the VanGogh's sunflower paintings.

Of course I couldn't miss the famous Rijksmuseum Museum. The most exciting painting was Rembrandt's The Night Watch. As I sat down to view this masterpiece, I found _____ sitting next to me. She has been studying art and took me to see The Artist in His Studio by Jan Vermeer. _____ was painting a copy of this. There were many young artists copying the paintings of the Great Masters.

The next morning I left by boat for the island of Marken and the town of Volendam. In these villages the people wear the dutch costume. This is done mainly for the tourists. As I was walking along the dock at Volendam, _____ came in with his fishing boat filled with herring.

When in Delft I went to see where the delft pottery and glassware was made. _____ was my guide. She pointed out the famous dutch blue delft.

Page Three

It was a lucky break that I arrived in Alkaar on Friday. This is the day of the big cheese market. The big rounds of cheese were brought in on what looked like big sleds. _____ said her father belonged to the Guild that wore the red hats. _____ told me that this Edam cheese is shipped all over the world.

The next morning I took off for Rotterdam, the second largest city. During World War II Rotterdam was destroyed by bombs. It is now a beautiful modern city with wide streets. The first thing I did was to go to the American Express and cash a traveler's check into guilders. Who should be the cashier, but _____. _____ took me to the Euromast for lunch.

The Euromast reminded me of the Space Needle in Seattle. Rotterdam is one of the busiest seaports and is the third largest shipbuilding country in the world.

The Hague was the next stop. This is the seat of the government and where the laws are made. While I was there I visited the Peace Palace. _____ was my hostess. That evening _____ took me out to Madurodam, a miniature town, which has buildings of all Holland. There were even ships, trains, planes, and cars that all move. Many industries of Holland were shown. While walking around we met _____

The next morning I went to a sidewalk cafe and _____ served me a typical Holland breakfast. This was cold ham, cheese, a soft boiled egg, bread and butter, jelly, and hot chocolate with whip cream. You can guess from this breakfast that there are many dairy farms in Holland. _____ told me that most dairy farmers also raise poultry. Just as I was finishing breakfast, _____ came by on her bike. She suggested that I take a ferry boat from the Hook of Holland to England which is about 100 miles west across the North Sea. Since _____ works for the ferry company, she is going to book a stateroom for me on the night sailing of Capt. _____ ship.

It has been a wonderful trip and I enjoyed seeing and visiting with all my old friends.

Sincerely,

Mrs. Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL:	The students will understand the money exchange system vs. the barter system.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will recognize the performance of work results in products or services which in turn can provide money.	GRADE:	Two
		EST. TIME INVOLVED:	one hour

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will recognize that money is required to fulfill needs.	1. Discuss having lunch at Taco Time.	
B.O. The student will list ways to make money for lunch and as a group will select one way.	2. Group discussion of ways to earn money for lunch.	
B.O. The student will list jobs and skills necessary to serve a luncheon.	3. Make plans for businessmen's lunch (Community Helpers). a) make list of those to invite b) list jobs needed. c) list skills required for each job.	

COMMENTS:	This luncheon is to earn money so that students can have lunch at Taco Time to culminate the unit on Mexico.	CAREER EDUCATION CLUSTER: Hospitality & Recreational ELEMENT OF CAREER EDUCATION: Economic Awareness SUBJECT AREA CORRELATION: Math, Lang Arts, Health and Nutrition
PLANS FOR EVALUATION:		Developed by

Student made lists of jobs and skills required. 2-D-1

Harriet Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL:

The student will be aware of the importance of getting along with other people.

COURSE GOAL:

The student will recognize that workers are interdependent. The performance of work is facilitated by preparation for the work, ability to work with others, employability "traits", organizational pattern, resources available, division of labor, level of knowledge and skill development.

BEHAVIORAL OBJECTIVES

I.G. The student will develop a realization of the value of the interdependency of workers when everybody has a job.

I.G. The student will evaluate the interdependency of workers in a situation when everybody has an assigned job.

B.O. The student will make invitations, tickets, table cloths, menus and centerpieces.

B.O. The student will write recipes for the menu selected.

LEARNING ACTIVITIES

1. Set up committees - cooking food, setting table, serving.
2. Write invitations.
3. Make tickets - use assembly line.
4. Make table cloths.
5. Make menus.
6. Construct centerpieces for tables (paper flowers set in a small can held by plaster paris.)
7. Write recipes.

RESOURCES

Construction Paper
Felt markers
Butcher paper
Small cans or milk cartons
Plaster of paris
Pipe cleaners

COMMENTS:

CAREER EDUCATION CLUSTER: Hospitality & Recreation
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: Lang, Arts, Art

PLANS FOR EVALUATION:

Items made for the luncheon will be used as an evaluation.

Developed By:

Harriet Green

2-D-2

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL:	The student will be aware of the capabilities and limitations of individuals.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will develop attitudes, knowledge, and skills needed for effective employment.	GRADE: Two
		EST. TIME INVOLVED: Approx. 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will analyze the need for knowledge of math skills.	1. Discuss different measurements needed in recipes.	Table setting
I.G. The student will recognize that each individual job requires certain skills.	2. Practice working with money and making change.	Play money
B.O. The student will make change.	3. Role play setting a table.	Food for luncheon
B.O. The student can demonstrate proper table setting.	4. Role play serving & clearing a table.	
B.O. The student can prepare and serve a luncheon.	5. Prepare salads, casseroles & cookies for luncheon.	
	6. Serve luncheon to 20 businessmen from the community.	
	7. Find out profit from luncheon.	

COMMENTS: The casseroles were made at the homes of parents by several students (3-5) and a mother helper. These were frozen until the day of the luncheon.	CAREER EDUCATION CLUSTER: Hospitality & Recreational ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Social Studies, Math
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PLANS FOR EVALUATION:	Developed By:
Student participation on day of luncheon will be the evaluation.	Harriet Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

PROGRAM GOAL: The student will gain knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Vale Elementary
COURSE GOAL: The student will develop attitudes, knowledge and skills for effective employment.	GRADE: Two
	EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Students will become aware of different occupations in the community that deal with food products.	1. Field trip to "Taco Time"	Large paper for pictures.
B.O. The student will write a report of the field trip listing 5 different jobs necessary in food services.	2. Write report of field trip	
B.O. The student will draw a picture of one aspect of the field trip.	3. Draw picture of what was seen	
	4. Make class scrapbook showing all activities.	

COMMENTS: While at "Taco Time" the manager explained the food service and restaurant work to the students. Also stressed cleanliness and health aspects of working with food.	CAREER EDUCATION CLUSTER: Hospitality & Recreation CAREER AWARENESS: Career Awareness SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Art
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PLANS FOR EVALUATION: The teacher will use written reports and pictures as a means of evaluation	Developed By: Harriet Green
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TITLE: THE POST OFFICE AND POSTAL EMPLOYEES		SCHOOL: Vale Elementary
PROGRAM GOAL:	The student will relate basic skill development to the life roles within the community.	GRADE: Two
COURSE GOAL:	The student understands the process of mailing a letter and the role of the post office in his community.	EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the sending and receiving of mail to his own address.	1. View films and have class discussion.	Films: <u>The Mailman</u> <u>A Letter to Grandmother</u>
I.G. The student is aware of the sending and receiving of mail to other areas.	2. Role play what happens to a letter from sender to receiver.	Books: <u>Mr. Zip & U.S. Mail</u> , <u>Jene Barr</u> <u>Seven Little Postmen</u> , <u>Margaret Brown</u> <u>Let's Go to a Post Office</u> , <u>Naomi Buckheimer</u> <u>I Want to Be a Postman</u> , <u>Carla Greene</u> <u>True Book of Our Post Office</u> <u>and Its Helpers</u> , Irene <u>Miner</u> <u>What Happens When You Mail a Letter</u> , <u>Arthur Shay</u>
B.O. The student can list in correct order the steps of a letter from sender to receiver.	3. Write a letter to parents or make a holiday card to mail to parents. 4. Field trip to the main post office or branch office. Watch own letters go through the postal processes. All employees explain their jobs. 5. Write a thank-you letter to the post office.	

COMMENTS: A quiz is given by postmaster after field trip	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA COPELAND	Public Service Educational Awareness Social Studies, Lang.
PLANS FOR EVALUATION: This unit can be used anytime during the year to correlate with a holiday; e.g. Valentines Day, Christmas, Mothers Day, etc.		Prepared By: Arts Harriet Green JoAnn Lewis Shirley Scott

TITLE: THE COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Peshastin-Dryden Elementary
COURSE GOAL:	The student is aware that there is dignity in all work and that work is important.	GRADE: Two
		EST. TIME INVOLVED: 2 weeks and approx. 30 min. each visit by resource person.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many varied jobs in the local community. I.G. The student will recognize the importance, relationship between, and interdependency of each job in the local community. B.O. The student will identify and investigate some occupations in the local community. B.O. The student will investigate through magazines and books the great scope of work world wide. B.O. The student will compare jobs locally to jobs world wide.	- Each student tells about parents' occupations. - The student takes a walking field trip through the community and keep a tally of all occupations visible. - The student tours a warehouse and observes the many skills involved in packing fruit. - Construct a "World of Work" bulletin board by cutting pictures from all types of newspapers and magazines and mounting them. (Teacher label each job.) - Parents and local resource people visit the class and share tools, uniforms, skills needed and answer questions. - Each student read a book on an occupation and write a report of his choice utilizing pictures for a class scrapbook.	Resource Persons: - Parents - Local businesses: - Warehouse - Post office - Service station - Library - Churches - Firehall - Grocery store - Trucking firm - School - Private music teacher - Furniture store Books and Periodicals: - Newspapers and magazines - I Want To Be Series

COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies
people visit the class throughout the year whenever convenient.	

PLANS FOR EVALUATION:	Developed By: Norma Berg
Students list 10 jobs in their community.	

TITLE: THE COMMUNITY

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Peshastin-Dryden Elementary
COURSE GOAL:	The student is aware of his community as a unit necessary for well-being of its citizens.	GRADE: Two
		EST. TIME INVOLVED: one week
		30 minutes daily

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will gain an overall picture of his own neighborhood.	1. The students construct a large map of the area. This map will show roads, rivers, railroads, streets, bridges, homes, school, churches, business district, orchards, etc.	Books: Our Working World- <u>Neighbors At Work</u> , S.R.A.
I.G. The student will gain insight into why that particular location was chosen for his community.	2. The map will then become a bulletin board display.	Maps of the local area
B.O. The student will participate in the construction of a large map of his community.		

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	ALL Career Awareness Social Studies
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PLANS FOR EVALUATION:	Developed By:
	Norma Berg

2-F-2

TITLE: GOODS AND SERVICES

PROGRAM GOAL:	The student will analyze alternatives to problems and be able to express them verbally and in written form.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that the performance of work results in products or services.	GRADE: Two
		EST. TIME INVOLVED: two weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands the differences between producers of goods and producers of services.	1. Use samples of pictures of products to motivate a discussion of questions: a) Could you use these b) Are these goods free? c) What did someone have to make these goods? d) How many producers of goods are there? 2. Discuss pages from workbook at Work.	<u>Our Working World, Families at Work Workbook, S.R.A.</u>
B.O. The student will identify many occupations and define whether the work results in services or products.	3. Students role-play showing services as jobs. 4. Students find pictures to put on bulletin board identifying goods and services. 5. Students role play - making decisions. 6. Play goods and services games. 7. Inquiry game - categorizing.	
B.O. The student will categorize goods and services.		

COMMENTS:	CAREER EDUCATION CLUSTER: Marketing & Distribution ELEMENT OF CAREER EDUCATION: Decision Making SUBJECT AREA CORRELATION: Social Studies, Language Arts
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PLANS FOR EVALUATION:	Developed by: Harriet Green JoAnn Lewis Shirley Scott
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TITLE: BARTER DAY

PROGRAM GOAL:	The student will understand the money exchange system vs. the barter system.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that our society is based upon the monetary system rather than the barter system.	GRADE: Two
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand the difference between a monetary system and a barter system.	1. Discuss pages from <u>Our Working World</u> Families at <u>Work Workbook</u> .	Our Working World-Families at <u>Work Workbook</u> , S.R.A.
B.O. The student will write an ad for exchange items.	2. Class discussion of newspaper ads and catalog pictures to stimulate interest.	Catalogs and magazines
B.O. The student will participate in exchanging items with each other.	3. Students write a want ad about the item they brought for exchange day.	Items for exchange
B.O. The student will compare a monetary system with a barter system.	4. Barter Day: children will exchange something with each other in their own room and discuss if they are happy or unhappy about it.	
	5. Students then exchange items with students in another room.	

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COMMENTS:	This activity is undertaken during the social studies unit on Eskimos.	CAREER EDUCATION CLUSTER: Marketing & Distribution
		ELEMENT OF CAREER EDUCATION: Economic Awareness
		SUBJECT AREA CORRELATION: Social Studies, Math, Language Arts

PLANS FOR EVALUATION:	Developed By:
	Harriet Green
	JoAnn Lewis
	Shirley Scott

TITLE: FOOD AND ITS ORIGIN

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine the concepts of work and work roles, and the multiple occupational possibilities.	GRADE: Two
		EST. TIME INVOLVED: two weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many varied occupations related to the food business.	1. Students bring in pictures that relate to people working around food. 2. Field trips to bakery, grocery store, candy factory, cannery. Students keep a tally of the different jobs they see, and observe interdependence of jobs.	<u>Our Working World, Neighbors at Work Workbook, S.R.A.</u>
I.G. The student is aware of the interdependence of occupations related to the food business.	3. Class discussion of advantages and disadvantages of jobs and each child picks out the job they like the most and draws a picture of it.	<u>Readiness for Map Skills Weekly Reader</u>
B.O. The student will identify and investigate occupations in the community that deal with food products.	4. Class discussion of team work and how it affects producing a product. 5. Write thank-you letters to merchants.	<u>Science Reading Adventures Weekly Reader</u>
B.O. The student will categorize food into the four food groups.	6. Students divide into committees - each committee making a diorama depicting a business that they visited. Try to represent all workers in the business.	Game: Shopping Center

COMMENTS:	CAREER EDUCATION CLUSTER:	Career Awareness
total unit on nutrition. Climate in relation to the production of food is stressed.	ELEMENT OF CAREER EDUCATION:	Health, Science, Social
	SUBJECT AREA CORRELATION:	Studies, Lang. Arts
PLANS FOR EVALUATION:	Developed By:	Harriet Green
		JoAnn Lewis
		Shirley Scott

TITLE: FOOD AND ITS ORIGIN

PROGRAM GOAL: 1	SCHOOL: Vale Elementary	
COURSE GOAL: Continued from Page 2-I-1	GRADE: Two	EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	7. Students write stories about field trips and illustrate. 8. Food tasting party - students bring various types of foods from home. All students try different types of food. 9. Students form committees - one committee for each group of foods. Each committee follows the chain from producer to consumer. Students research where their particular food group comes from and depict this information and the chain by making maps, murals, graphs, etc., to be put in a committee scrapbook.	
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:	Developed By: Harriet Green JoAnn Lewis Shirley Scott	

2-I-2

TITLE: COMMUNICATION SKILLS

PROGRAM GOAL:	The student will understand the use of various communication tools and their effect on life style and future career choice.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will begin to develop attitudes, knowledge, and skills in the communication field needed for effective employment.	GRADE:	Two
		EST. TIME INVOLVED:	one week - 30 min a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the importance of speech, writing, listening and reading in various occupations. B.O. The student will identify the four means of communication, utilized in various occupations. B.O. The student will participate in writing and following directions. B.O. The student will dramatize the use of communication skills in various occupations.	1. Begin one school day by pantomiming all activities for 5 or 10 minutes. Discuss the importance of the ability to speak well to the jobs of being a teacher. Ask students to name other jobs that require the facility of speech, and list. 2. Suggest to the students that they watch television for one hour and count the many different voices they hear. Discuss how the ability to speak well helped these workers. 3. Prepare a chart with the class listing the jobs where listening is important. 4. Discuss with the class workers who need to read well; post names on chart.	Peabody Language Development Kit #2 American Guidance Service

COMMENTS:	Observation of students' work. Writing and following directions.	CAREER EDUCATION CLUSTER:	Communication & Media Occup.
		ELEMENT OF CAREER EDUCATION:	Skill Awareness, Beg.-Comp.
		SUBJECT AREA CORRELATION:	Language Arts

PLANS FOR EVALUATION:

Developed By:

Harriet Green
JoAnn Lewis
Shirley Scott

2-J-1

TITLE: COMMUNICATION SKILLS

PROGRAM GOAL:	SCHOOL: Vale Elementary		
COURSE GOAL:	GRADE: Two		
	EST. TIME INVOLVED:		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
	5. Ask students to write a set of directions for individuals who have assigned tasks in the classroom. Collect directions prepared by the students. Exchange directions so that each student has someone else's directions. Ask each student to follow the set of directions. Upon completion of this task, discuss the importance of clearly written directions. Talk of ways these written directions can be improved. 6. Ask students to think about different occupations that require writing. List these occupations that require writing on a chart and draw tools that help them work. 7. Dramatize some of the occupations children listed showing how these people use a certain skill or skills in their work.		
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:		
PLANS FOR EVALUATION:	Developed By: Harriet Green JoAnn Lewis Shirley Scott		

2-J-2

TITLE: MATH SKILLS AND OCCUPATIONS

PROGRAM GOAL:	The student can relate basic skill development to life roles within the community.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will begin to develop knowledge and skills in math needed for effective employment.	GRADE: Two
		EST. TIME INVOLVED: one week 30 min. a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the importance of math skills in various occupations.	1. Use pictures from magazines of people who use numbers in their work. Have students tell how a person in a given job would use math skills in this work.	<u>Peabody Language Development Kit #2</u>
B.O. The student will identify occupations where math skills are necessary.	2. Compare ways of work by role playing. Set up hypothetical situations, e.g.: Mr. Brown a carpenter is building a house for Mr. and Mrs. Green who have four children. Mrs. Green is a clerk in a clothing store and Mr. Green is a milkman. Encourage students to bring out how they are used in different ways.	Magazine pictures Grocery ads from newspapers
B.O. The student will participate in playing grocery store to use number skills.	3. Use occupations cards from Peabody Language Development Kit #2. Have individual students identify an occupation and tell how a person in this line of work would use numbers. Encourage use of complete sentences in speech.	
B.O. The student will utilize math skills in preparing a grocery list from a newspaper advertisement.		

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COMMENTS:	Math work	CAREER EDUCATION CLUSTER: All
		ELEMENT OF CAREER EDUCATION: Educational Awareness
		SUBJECT AREA CORRELATION: Math
PLANS FOR EVALUATION:		Developed By:
		Harriet Green
		JoAnn Lewis
		Shirley Scott

TITLE: MATH SKILLS AND OCCUPATIONS

SCHOOL: Vale Elementary

PROGRAM GOAL:

GRADE: Two

COURSE GOAL:

Continued from Page 2-K-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

3. (Continued from page 2-K-1)
Use newspaper ads to develop the idea that different things would cost different amounts. Bring out who might sell these items and who might buy them.
4. Build and set up "grocery store" with empty food boxes and cans. Have "clerks" affix prices on goods and play store, letting students make change.
5. Write number stories that show a business's approximate costs and income for a week. Have students use these for math lesson.
6. Have students watch television. Make a list of products students use from commercials.
7. Have a math lesson using grocery ads from newspapers. Each child is given so much money and they construct a grocery list.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Harriet Green
JoAnn Lewis
Shirley Scott

2-K-2

TITLE: MAKING AND SELLING A FOOD PRODUCT

PROGRAM GOAL: The student will identify styles of interaction that contribute to individual and group goals.	SCHOOL: Vale-Elementary	
COURSE GOAL: The student is aware that workers are interdependent and the performance of work is facilitated by preparation for the work, ability to work with others, available resources, division of labor, level of knowledge, and skill development.	GRADE: Two	
EST. TIME INVOLVED: two weeks		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will develop a realization of the value of the interdependence of workers when everybody has a job.	1. Plan a class hot chocolate stand.	Our Working World - Families at Work - S.R.A.
I.G. The student is aware of all jobs necessary in making and selling a food product.	a) Review businesses visited on field trips and working operations - concentrate on candy factory.	Focus Kit - SRA
I.G. The student is aware of skills needed for all occupations in making and selling a food product.	b) List jobs necessary.	Booklet - Here I Am - S.R.A.
I.G. The student becomes aware of his own interests and abilities.	c) List skills required for each job.	Cash register
B.O. The student will list all jobs necessary for making and selling a product.	d) Students pick job most interested in	Play money
B.O. The student will identify the skills necessary for each job.	e) Do units M and N from Focus Kit and related pages in booklet Here I Am.	Ingredients for product
B.O. The student will participate in the production and selling of a food product.	f) Make plans for procedure, relate school academic area.	Utensils necessary for product.
	g) Role-play jobs to be performed so each student can get an idea of several jobs (like measuring sugar, reading recipe, etc.).	Paper for posters
	h) Estimate cost of ingredients to be purchased from store.	
	i) Practice working with money and making change.	
	j) Make posters for advertising.	
COMMENTS: Other ideas for a product are jam, cold drinks, candy, etc.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Marketing & Distribution Employability Skills Social Studies, Math, Art, Language Arts.
PLANS FOR EVALUATION: The production and selling of the food product.	Developed By: Harriet Green JoAnn Lewis Shirley Scott	

2-L-1

TITLE: MAKING AND SELLING A FOOD PRODUCT

PROGRAM GOAL:

COURSE GOAL:

Continued from Page 2-L-1

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

2. Production, and selling the product.
Form committees: clean up, serving,
taking money, making the drink,
filling the pitcher, etc.

Sell the product to 1st, 2nd and 3rd
graders after lunch.

3. Class discussion of advantages and
disadvantages of particular jobs.

4. Students write thank you notes to
people who participated in this
project.

COMMENTS: An additional activity could be making a CAREER EDUCATION CLUSTER:
mural depicting production. This mural then could be displayed at ELEMENT OF CAREER EDUCATION:
a local business. Money earned used for room games. SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

~~Harriet Green~~

JoAnn Lewis

~~Shirley Scott~~

2-L-2

TITLE: SOMETIMES OUR HOBBY BECOMES OUR JOB

PROGRAM GOAL:	The student will be aware of the capabilities and limitations of individuals.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that capabilities and limitations of individuals may influence their life style.	GRADE: Two
		EST. TIME INVOLVED: two weeks approx. 30 mins. a day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is exposed to several interests and occupations in the field of fine arts.	1. Guest speaker: dance instructor -- demonstrates basic ballet steps; introduces vocabulary; shows types of shoes and costumes; explains where he learned skills; what he does and how his job helps others. Students question speaker.	Resource Persons: Dancer Singer Pianist Magician
I.G. The student recognizes that special talents can be utilized for self-enjoyment, entertainment and monetary gain.	2. Guest speaker: piano teacher -- demonstrates use of the piano, pitch, tone and moods of music; explains where skills were learned, what the job entails and how this job helps others. Students question speaker. (the students are already familiar with Jack and the Beanstalk. Pianist plays the music so students can recognize the characters by the sound of the piano).	Books: I Want to be a Ballet Dancer, Greene The How and Why of Ballet, Wyndham Let's Go to a Ballet, Slovita Our Working World - Families at Work - Activity Book, pp 25, 70 & 71 Read, Study, Think Booklets Weekly Reader Record: Jack and the Beanstalk

COMMENTS:	Resource people not limited to ones listed. Any parent or person with a hobby can be utilized. Senior citizens are a good hobby source; i.e. quilting, knitting, house, sewing, etc.	CAREER EDUCATION CLUSTER: Fine Arts & Humanities Occup.
PLANS FOR EVALUATION:	This is an exposure to varied interests and hobbies. No formal evaluation.	ELEMENT OF CAREER EDUCATION: Self Awareness
		SUBJECT AREA CORRELATION: Lang. Arts, Music, Dramatics, Art

Developed By:

Harriet Green
JoAnn Lewis
Shirley Scott

TITLE: SOMETIMES OUR HOBBY BECOMES OUR JOB

PROGRAM GOAL:

COURSE GOAL:

Continued from page 2-M-1

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

3. Guest speaker: magician - presents a magic show, explains what skills are necessary, where he learned the skills, what all his job entails and how his job helps others. Students question magician.
4. Guest speaker: singer - demonstrates use of voice, different tones and pitch, what skills are necessary, where skills were learned, what a professional singer does and how this job helps other people; explains different types of songs. Students question musician.
5. Do page 19 of Read, Study, Think booklet.
6. Students draw pictures of each guest speaker.
7. Class discussion of why special talents and abilities are necessary for some occupations.

COMMENTS:

Any interpretive song or music could be used.

8. Do pages 25, 70 & 71 of Activity Book CLUSTER:

ELEMENT OF CAREER EDUCATION:

SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Harriet Green

JoAnn Lewis

Shirley Scott

2-M-2

TITLE: DEVELOPMENT OF UNDERSTANDING SELF AND OTHERS

PROGRAM GOAL:	The student is aware of the importance of getting along with other people.	SCHOOL: Peshastin-Dryden GRADE: Two
COURSE GOAL:	The student will develop a self awareness and a positive self concept.	EST. TIME INVOLVED: 30 min. sessions throughout year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will develop an awareness of self and learn to value self. I.G. The student will learn to recognize and accept individuality in self and others. I.G. The student will learn to recognize purpose of behavior. I.G. The student will learn to accept self and the courage to be imperfect. I.G. The student will learn to deal with rejection. B.O. The student, through a variety of activities, will demonstrate a positive self concept.	1. Listening to cassettes about self concepts. 2. Class discussion groups on how to get along with others and how to develop a positive self image. 3. Play acting with puppets. 4. Sing songs about self and others. That's Where It's At. 5. Have circle discussions using the question box. (This is a box that students put questions into for class discussion).	DUSO KIT - American Guidance Service Cassettes Posters Puppets Activity Cards Learning, April, 1973, p. 32 Music: <u>That's Where It's At</u>

COMMENTS:	CAREER EDUCATION CLUSTER:	Not Applicable
This format is utilized for all units in the DUSO Kit. The kit is complete with goals, objectives and a variety of activities and can be utilized as the teacher wishes.	ELEMENT OF CAREER EDUCATION:	Appreciation & Attitudes
	SUBJECT AREA CORRELATION:	Mental Health, Music Language Arts
PLANS FOR EVALUATION:	Developed By:	

TITLE: RELATING ACADEMIC SUBJECTS TO OCCUPATIONS

PROGRAM GOAL:	The student will relate basic skill development to life roles in the community	SCHOOL: Vale Elementary
COURSE GOAL:	The student will develop attitudes, knowledge and skills needed for effective employment.	GRADE: Two
		EST. TIME INVOLVED: 1 week
		30 min. sessions

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that the skills he is learning in school relate to occupations and leisure time activities. B.O. The student can discuss various school subjects needed in different occupations. B.O. The student will pick his favorite job and list the subjects from school that are necessary for that job.	1. Let students imagine what it would be like if we had no schools. Ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school. 2. Students dramatize an employer and prospective employee interview. The person seeking the job has never been to school and has not had training for any kind of job. 3. Read story "Learning for Tomorrow" and discuss questions on page 270 of <u>Our Working World - T.G.</u> a) How does reading help your father work? b) How does reading help your mother work? c) How does reading help them when they are not working?	<u>Our Working World - Neighbors at Work, T.G., S.R.A.</u> Filmstrips: <u>Community Workers and Helpers - SVE</u> <u>Map Skills Booklets</u> <u>Weekley Reader</u>

COMMENTS:	CAREER EDUCATION CLUSTER: Not Applicable
	ELEMENT OF CAREER EDUCATION: Educational Awareness
	SUBJECT AREA CORRELATION: Lang. Arts, Math, Map Skills
PLANS FOR EVALUATION:	Developed By:
	Harriet Green
	JoAnn Lewis
	Shirley Scott

TITLE: RELATING ACADEMIC SUBJECTS TO OCCUPATIONS

PROGRAM GOAL:

COURSE GOAL:

Continued from page 2-0-1

SCHOOL: Vale Elementary

GRADE: Two

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

4. Students pantomime the following situations:
 - a) Mother baking a cake from a recipe.
 - b) Truck driver making deliveries.
(use clipboard stating what deliveries go where).
 - c) Father reading newspaper after he comes home from work.
5. Class discussion of what school subjects workers must know to be efficient in their jobs.
6. Draw a picture of what they would like to be for a bulletin board.
7. Do pages 22, 23, 24, 30, 32, 33 & 54 in Our Working World Workbooks.
8. View filmstrips Community Workers and Helpers. Tie in skills needed for jobs.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Harriet Green
JoAnn Lewis
Shirley Scott

2-0-2

CASHMERE, PESHASTIN-DRYDEN

CAREER EDUCATION PROJECT

GRADE THREE: UNIT TITLES

1. The Apple Industry 3-A-1
Dee Brunner, Doris Rae Collins, Nancy Cummings
2. Transportation -- Take Off Through The Clouds. 3-B-1
Roberta Foster
3. Our Community 3-C-1
Roberta Foster
4. The Me I Know 3-D-1
Roberta Foster
5. Investigating Different Careers. 3-E-1
Roberta Foster
6. Transportation 3-F-1
Dee Brunner, Doris Rae Collins, Nancy Cummings
7. Making A Corsage (Independent Hands-On Experiences). 3-G-1
Roberta Foster
8. Alphabetical Filing (Independent Hands-On Experiences) 3-G-2
Roberta Foster
9. Costume Design (Independent Hands-On Experiences). 3-G-3
10. Rocks and Minerals Classification (Independent Hands-On Experiences) 3-G-4
Roberta Foster
11. Marketing and Distribution (Independent Hands-On Experiences) 3-G-5
Roberta Foster
12. Write to Communicate 3-H-1
Roberta Foster
13. Counting Money 3-I-1
Roberta Foster

TITLE: THE APPLE INDUSTRY

PROGRAM GOAL:	The student will realize the contributions of community members to the students and others.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will recognize that the apple industry is very important in Cashmere.	GRADE:	Three
		EST. TIME INVOLVED:	Approx. 20 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of the apple industry-related jobs of their parents.	1. Have the children discuss jobs their parents do that are related to the apple industry.	Paper for mural
P.O. The student will discuss jobs their parents do that are related to the apple industry.	2. Draw pictures of jobs their parents do. Organize the pictures to make a mural showing the relation of one job to another.	
B.O. The student will draw pictures of jobs their parents do and organize them to make a mural showing the relation of one job to another.		

COMMENTS:

This sub-unit is a part of a total unit involving a more detailed study of the apple.

PLANS FOR EVALUATION:

Teacher observation. A test (included is given at the end of the total unit.

CAREER EDUCATION CLUSTER: Agr-Business & Nat. Resources
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: Soc. Studies, Art, Language Arts

Developed By:

Dee Brunner
Doris Rae Collins
Nancy Cummings

3-A-1

TITLE: APPLE INDUSTRY - Cont'd

PROGRAM GOAL:	The student will understand our monetary system		SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that supply and demand influence the types of occupations found in our community.		GRADE: Three EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G. The student will learn that community businesses succeed or fail because of supply and demand.		1. Resource speaker from Aplets and Cotlets (candy plant) tell about their jobs and how they depend upon the apple industry. Show slides	Slides - Warehouse - Aplets & Cotlets - Juice processing plant
B.O. The student will compile a list of 3 businesses in the community which they know are directly dependent upon supply and demand, i.e. warehouses, orchards, processing plants, etc. related to the apple industry.		2. Resource speaker from juice processing plant tell about their jobs and how they depend upon the apple industry. Show slides. 3. View slides showing warehouse jobs and their dependency upon the apple industry.	Resource Speakers: Candy manufacturing co. Juice processing plant
B.O. The student will be able to name at least two businesses that have closed because of lack of supply and demand.		4. Ask the children to look for empty store buildings in the community and try to find out: a) What kind of store was in the building? b) Why did it go out of business?	
COMMENTS:		CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources ELEMENT OF CAREER EDUCATION: Economic Awareness SUBJECT AREA CORRELATION: Social Studies	
PLANS FOR EVALUATION:		Developed By: Dee Brunner Doris Rae Collins Nancy Cummings	

3-A-2

APPLE INDUSTRY - Cont'd

PROGRAM GOAL:

Cont'd from page 3-A-2

COURSE GOAL:

SCHOOL: Vale Elementary

GRADE: Three

EST. TIME INVOLVED:

Approx. 20 hours

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

5. Have the children report their findings to the class and discuss how a community changes because of supply and demand.

6. A student committee will interview local businessmen to find out what businesses have closed and why.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

3-A-3

APPLE INDUSTRY: Cont'd

PROGRAM GOAL: The student will realize the contributions of community members to the student and others.

SCHOOL: Vale Elementary

COURSE GOAL: The student will recognize that the apple industry is very important to Cashmere.

GRADE: Three

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of the apple industry in the community and how it contributes to them and other businesses in the area.	1. View film: <u>Fresh Country Apples</u>	Film: <u>Fresh Country Apples</u> <u>Washington Apple Com-</u> <u>mission</u>
B.O. The student will pantomime individual orchard-related jobs.	2. Field trip to orchard (view harvesting, budding, equipment - sprayers, girett, hand pollenizers, heaters, sprinklers, fertilizers, soil conservation, rodent control.	or N.C.W. Regional Library Field trips Local orchard
B.O. The student will be able to discuss the dependency of one orchard related to another.	3. Thank you letters to resource people.	Aplets and Cotlets Plant
B.O. The student will be able to discuss the importance of the Aplets and Cotlets business to the community.	4. Pantomimes. 5. Class discussion. 6. Field trip to Aplets and Cotlets, (candy making process jobs, business-related jobs). 7. Class discussion.	

COMMENTS:

CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: Social Studies, Science, Lang.
Arts, Creative Dramatics

PLANS FOR EVALUATION:

Teacher observation - student comments and attitudes.

Developed By:

3-A-4

APPLE INDUSTRY - Cont'd

PROGRAM GOAL:	The student will realize the contributions of community members to the student and others.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that the apple industry is very important to Cashmere.	GRADE: Three
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of each different job in an apple warehouse.	1. Slides showing warehouse job processes.	Film: <u>Johnny Appleseed</u> <u>I.S.D. #167</u>
B.O. The student will be able to discuss job processes involved in preparing, packing and shipping apples.	2. Field trip to apple warehouse. 3. Class discussion.	Resource People: Apple warehouse manager
B.O. The student through small group committee work will depict the story of apples from planting to shipping by making a mural.	4. Small group committee work on murals telling the story of apples from planting to shipping. 5. View film: <u>Johnny Appleseed</u> .	

COMMENTS:

CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: Social Studies, Art

PLAN FOR EVALUATION:

Developed By:

Nancy Cummings
Doris Rae Collins
Dee Brunner

3-A-5

APPLE INDUSTRY - Cont'd

PROGRAM GOAL: The student will understand how to resolve personal conflict between individual and group goals		SCHOOL: Vale Elementary
COURSE GOAL: The student will recognize that the performance of work results in products and/or services.		GRADE: Three EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.O. The student can relate working together in the classroom to workers in an apple warehouse.	1. Present film to class on how team work can produce a product.	Film: We Want Goods and Services
B.O. The student will describe in one written paragraph the importance of working together.	2. Discuss with the class how people in school work together. For example: What happens when one room goes to lunch too early or too late? What happens when a class stays in the gym too long? etc. 3. Relate about discussion to picking, transporting of goods, washing, sorting, storage and shipping of apples.	Film Associates Los Angeles, California
COMMENTS:		CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources ELEMENT OF CAREER EDUCATION: Employability Skills SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Mental Health
PLANS FOR EVALUATION: Written paragraph.		Developed By:
3-A-6		

APPLE INDUSTRY - CONT'D

PROGRAM GOAL:	The student will understand the similarities and differences between life roles and learned skills.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that different jobs related to the apple industry require different skills and educational background.	GRADE: Three
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that certain jobs require specific skills.	1. Class discussion comparing skills and education for specific jobs discovered on field trips, in films and from resource people.	
B.O. The student can identify different skills and education needed for specific jobs in the apple industry.		

COMMENTS:	CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources ELEMENT OF CAREER EDUCATION: Educational Awareness SUBJECT AREA CORRELATION: Social Studies
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PLANS FOR EVALUATION:	Developed By: _____ _____ _____ _____
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APPLE INDUSTRY - Cont'

PROGRAM GOAL:

The student will identify components of decision-making process.

COURSE GOAL:

The student will recognize that an industry is influenced by the resources available.

SCHOOL: Vale Elementary

GRADE: **Three**

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student, while planning an apple selling booth, will recognize that there are different sources available to them and will be able to decide which source will be the most profitable to their project.	1. List sources where apples can be purchased. 2. Discuss the cost of apples from each source.	Fourth Grade (booths)
B.O. The student will list at least 3 sources from which he can buy apples.	3. A committee will call the sources and present a report of apple prices to the class.	
B.O. The student will compare by discussion the source that would be the most profitable to their project.	4. Discussion of prices from different sources and a decision as to where to buy apples will be made.	

COMMENTS:

CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources
ELEMENT OF CAREER EDUCATION: Decision Making
SUBJECT AREA CORRELATION: Social Studies, Math, Lang.
Arts

PLANS FOR EVALUATION:

Developed By:

3-A-8

PROGRAM GOAL: APPLE INDUSTRY - Cont'd COURSE GOAL: Continued from page 3-A-8		SCHOOL: GRADE: EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES B.O. The student will decide from which source to purchase the apples. B.O. The student will decide whether it will be more profitable to their project to rent or to build their selling booth. B.O. The student will discuss and decide methods of advertising.	LEARNING ACTIVITIES 5. Students will inquire about renting or building a selling booth. 6. Students will decide whether to build or rent. 7. Discuss different methods of advertising, i.e. verbal, posters, written, 3-D.	RESOURCES
COMMENTS:		CAREER EDUCATION CLUSTER: Agri-Business, & Nat. Resources ELEMENT OF CAREER EDUCATION: Decision Making SUBJECT AREA CORRELATION: Language Arts
PLANS FOR EVALUATION:		Developed By: Nancy Cummings Dee Brunner Doris Rae Collins

3-A-9

APPLE INDUSTRY - CONT'D

PROGRAM GOAL: The student will understand our monetary system

SCHOOL: Vale Elementary

COURSE GOAL: The student is aware of how supply and demand influence cost.

GRADE: Three

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

I.O. The student will recognize that there are variations in product costs thereby influencing selling prices.

1. The students will count apples in a box.

Boxes of apples

B.O. The student will decide on a reasonable price at which to sell the apples for profit.

2. The students will figure the cost per apple.

3. The students will set a price per apple to make a reasonable profit.

B.O. The student will be able to compute the cost of 5 apples.

COMMENTS:

CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resources
ELEMENT OF CAREER EDUCATION: Economic Awareness
SUBJECT AREA CORRELATION: Social Studies, Math

PLANS FOR EVALUATION:

Developed By:

3-A-10

NAME _____
DATE _____

APPLE INDUSTRY
Final Test

PART I

I. If the sentence is true, write true in the blank. If the sentence is not true, write false in the blank.

1. _____ The mountains around our valley protect the orchards from frost.
2. _____ Our warm days and cool fall night help apples to have good color.
3. _____ Our soil doesn't have any minerals in it.
4. _____ We have lots of rain so we don't need to irrigate our orchards.
5. _____ The apple industry provides many jobs for people in our valley.
6. _____ Many apples are grown around Seattle.
7. _____ The only place that apples are grown in Washington is in the Wenatchee Valley
8. _____ Washington Apples are sold to people all over the world.

II. Name the five main or most important varieties of apples grown in this area.

1. _____
2. _____
3. _____
4. _____
5. _____

APPLE INDUSTRY - Final Test - Cont'd

III. What four local businesses use apples?

1. _____

3. _____

2. _____

4. _____

IV. List five local jobs available in the apple industry.

1. _____

4. _____

2. _____

5. _____

3. _____

PART II

V. Give reasons that Johnny Applesed was important to the apple industry.

VI. Fill in the names of the parts of an apple.



3-A-12

APPLE INDUSTRY - Final Test - Cont'd
PART II

1. What are the most important jobs in the growing of apples?

Winter _____

Spring _____

Summer _____

Fall _____

2. What are the ways of telling different varieties apart?

3. Why do you think apples are important to Cashmere?

3-A-13

APPLE INDUSTRY - Final Test - Cont'd

PART III

VII. Fill in the blanks with the words found at the end of this section.

1. _____ are used in the spring to keep the blossoms from freezing.
2. In the winter the farmers _____ the trees to get rid of the old limbs and to keep the trees from growing too high.
3. The trees are _____ to kill the bugs.
4. Bees help to _____ the blossoms.
5. In early summer _____ is done so that not too many apples will grow. In this way the apples will be bigger and better.
6. The apples with five knobs or bumps are the _____.
7. The _____ apple was named after Johnny Appleaseed.
8. Apples that are too small or have something wrong with them are called _____.
9. Apples are graded according to _____ and _____.
10. The apples are packed carefully at the warehouse and rushed to the _____ so they will stay good.
11. At the warehouse the fruit is first _____; then it is packed.

APPLE INDUSTRY - Final Test

PART III - Cont'd

12. People _____ the apples in cardboard cartons.
13. Apples are sent all over the _____.
14. A brand or label is called a _____.

USE THESE WORDS IN FILLING IN THE BLANKS

size	Jonathan	color
thinning	sprayed	Delicious
prune	trade mark	culls
world	pollenize	pack
cold storage	heaters	sorted

TITLE: TRANSPORTATION - TAKE OFF THROUGH THE CLOUDS

PROGRAM GOAL: The student will understand how to resolve personal conflicts between individual and group goals.

COURSE GOAL: The student will realize that people can achieve more by working together, than by working alone.

SCHOOL:

GRADE:

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student becomes aware of what air travel is like and the many workers involved in air transportation.

B.O. The student will set up a model air terminal, including an airplane, and role play the various workers involved.

B.O. The student will discuss the roles they played, evaluate their own performance as well as that of others.

LEARNING ACTIVITIES

1. Listen to poems about airplanes.
2. Read By Air to New York.
3. View a film about air travel.
4. View a slide presentation and lecture.
5. Role play various jobs found in an air terminal and involved with air transportation. Each student role plays 2 roles.
6. Students and teacher discuss and evaluate roles played.
7. Participate in an air trip from Wenatchee to Yakima or from Yakima to Wenatchee.
8. Make up math problems about air transportation and work out problems.

RESOURCES

BOOKS:

Time for Poetry, - Arbuthnot
Scott, Foresman, pp. 168-172
Ways of our Land, - Sorenson,
Clarence Silber Burdett,
 pp. 150-159

At the Airport, Colonius &
Schroeder

The Airport, - Robert Sidney
 Bowen

FILMS: About Airplane Travel.

SLIDES: Tim Boswell

RESOURCE PEOPLE: Pilot

COMMENTS:

The trip in the plane was an extra bonus one year. Not necessarily an integral part of the unit.

PLANS FOR EVALUATION:

Students evaluate themselves through discussion and role playing.
 Teacher evaluates class performance according to each child's ability.

CAREER EDUCATION CLUSTER: Transportation

ELEMENT OF CAREER EDUCATION: Employability Skills

SUBJECT AREA CORRELATION: Social Studies, Lang. Arts,

Math

Developed By:

Robert Foster

TRANSPORTATION - Cont'd

SAMPLE LETTER TO PARENTS REGARDING
A FIELD TRIP

Dear Parents:

This is an information letter in regards to our Yakima Field Trip, Monday, May 21st.

1. The children may bring cameras if they wish, under two stipulations:
 - A. Their name must be on them (adhesive tape, masking tape, etc.)
 - B. The child carries the camera and takes complete responsibility, as neither the teacher nor room mothers will be expected to do this).
2. We are asking that the children bring NO money.
3. All students shall bring a cold lunch to eat at a park in Yakima. Mrs. Crowe's pupils are to furnish their own beverage. Mrs. Foster's will be furnished by the room mothers.
4. Mrs. Crowe's room:
--leave school by bus for Pangborn field at 10:00 a.m.; leave Yakima via bus for Peshastin at 3:30; expected arrival time at Peshastin Elementary is 5:30 p.m.
- Mrs. Foster's room:
--leave school by bus for Yakima at 9:00; leave Yakima via airplane at 3:55 p.m., arriving at Pangborn field approximately 4:20; arrival time at Peshastin Elementary -- 5:15 p.m.
5. Visitation in Yakima will be to the Sno-Mist Cannery and Ecology Lab.

Thank you for your cooperation in signing all the slips and waiting for the final outcome.

Sincerely,

Mrs. Foster
Mrs. Crowe

3-B-2

TITLE: OUR COMMUNITY

PROGRAM GOAL:	The student will recognize the contributions of community members to the student and others.	SCHOOL: Peshastin-Dryden
COURSE GOAL:	The student will know that various members of the community contribute to the community in different ways.	GRADE: Three EST. TIME INVOLVED: 8 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware, from interviews with people from various work areas, what contribution is made to the community because of their jobs. B.O. The student will interview people from the community from various work areas. B.O. The student will relate the jobs of the people interviewed with needs of the community.	1. To listen to the fathers and mothers who come to talk about their jobs. 2. To ask questions in order to clarify any points that are not clear.	Letter to participants

COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes SUBJECT AREA CORRELATION: Social Studies
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PLANS FOR EVALUATION:	Developed By: Mrs. Roberta Foster
As a group, we will list the needs of the community and put names of contributors opposite needs.	
3-C-1	

OUR COMMUNITY - Cont'd

PROGRAM GOAL: The student will compare local jobs to jobs in general		SCHOOL: Peshastin-Dryden	
COURSE GOAL: The student will begin to realize that local natural resources influence local jobs.		GRADE: Three EST. TIME INVOLVED: All year	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of natural forces on people's jobs.	1. Talks with people from this locale.	Forest Service personnel Social Studies book: <u>Ways of Our Land</u> Newspaper Fruit growers & processes Service industries Recreation industries	
I.G. The student will become aware of market forces on people's jobs.	2. Reading Social Studies book and newspapers about other areas as well as our own.		
B.O. The student will compare the natural resources of various areas and their influence on jobs in that area.	3. Comparing the natural resources of various areas and their influences on jobs in the area.		
	4. To Market to Market - a game.		
COMMENTS:		CAREER EDUCATION CLUSTER: Agri.-Business & Nat. Resources ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies	

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PLANS FOR EVALUATION:

The student will write short comparative essays to be evaluated by the teacher and other classmates in cooperative discussion.

Developed By:

Mrs. Roberta Foster

3-C-2

TITLE: THE ME I KNOW		SCHOOL: Peshastin-Dryden
PROGRAM GOAL:	The student will identify components of decision-making process.	GRADE: Three
COURSE GOAL:	The student will begin to realize that the values we accept direct and control our behavior.	EST. TIME INVOLVED: 3 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will begin to recognize his values.	1. To choose the components of and arrange them in a way that pleases him on his/her "Realia Easel Board About Me".	Parents Friends
BO. The student will become more aware of his personal values by choosing realia to represent himself and by arranging it on his/her REBAM.		Focus: Stage 2 The Me I Know

COMMENTS:	CAREER EDUCATION CLUSTER: Not applicable
Plenty of background time needed for collection of materials.	ELEMENT OF CAREER EDUCATION: Decision making
	SUBJECT AREA CORRELATION: English, Art

Through discussion of the completed REBAMs, develop an understanding of the similarities and differences of the classmates. Evaluate and talk about how well the REBAMs tell the individual's special story. This will be done jointly by the class and teacher. 3-D-1	Developed By: Mrs. Roberta Foster
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THE ME I KNOW - CONT'D

PROGRAM GOAL:

The student will understand the similarities and differences between life roles and learned skills

COURSE GOAL:

The student will begin to understand that the learned behavior traits influence the activities and development of its members.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

EST. TIME INVOLVED: Three

EST. TIME INVOLVED:

All year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware that learned skills are important to participation in certain activities.
- B.O. The student is involved in personal reading for enjoyment.
- B.O. The student is able to choose and carry out science investigations geared to individual interests.

LEARNING ACTIVITIES

1. Free reading time.
2. A library period each week to select books of his own choosing.
3. Folk dancing.
4. Bouncing, catching, making baskets with balls.
5. Tumbling
6. Individual science projects

RESOURCES

Focus Kit: Stage 2
SRA

The Me I Know Booklets
SRA

The Science Hobby Books

COMMENTS:

CAREER EDUCATION CLUSTER: All
ELEMENT OF CAREER EDUCATION: Educational Awareness
SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION:

Individual conferences

Developed By:

Mrs. Roberta Foster

3-D-2

TITLE: INVESTIGATING DIFFERENT CAREERS

PROGRAM GOAL:

The student will understand the similarities and differences between life roles and learned skills.

COURSE GOAL:

The student will begin to understand how learned behavior traits influence the activities and development of members in society in general.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware that different occupations require different learned skills.
- B.O. The student can identify what skills are required for different jobs.
- B.O. The student will make a report on a career related to his own interests.

LEARNING ACTIVITIES

- 1. Students choose at least 2 of the career books to read.
- 2. Make a report on one career in which the student is interested.
- 3. Students view the filmstrip and listen to the New York Times recordings.
- 4. Students make a cartoon strip of a chosen career.

RESOURCES

Community Helpers Series
An Early Career Book Series
The Science Hobby Books
I Want To Be - Filmstrip
New York Times recording
Newsprint
Popeye Career Comic Books

SCHOOL: Peshastin-Dryden
GRADE: Elementary
EST. TIME INVOLVED: Three
All year

COMMENTS:

Some students may only do number 2 or number 4.

CAREER EDUCATION CLUSTER:

ALL
ELEMENT OF CAREER EDUCATION: Educational Awareness
SUBJECT AREA CORRELATION: Social Studies, Science, Art

PLANS FOR EVALUATION:

Bulletin board or library table display will allow for cooperative evaluation of teacher and classmates.

Developed by:

Mrs. Roberta Foster

3-E-1

TITLE: TRANSPORTATION

PROGRAM GOAL: The student will understand the use of additional tools and their effect on lifestyle and future career choice.

COURSE GOAL: The student will recognize that different jobs necessitate various skills and knowledge.

SCHOOL: Vale Elementary

GRADE: Three

EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many different occupations.	1. Student will view film showing different occupations in land transportation.	Films: <u>Passenger Train</u> - ISD
I.G. The student will recognize that education both in and out of school, is required for a job in land transportation.	2. Discuss related jobs in land transportation.	Filmstrips: <u>Working on the Railroad</u> <u>The Railroad in Transportation</u>
B.O. The student will list at least three skills needed for an occupation in land transportation and indicate where he might acquire the skill.	3. Students will list five questions for resource people (education requirements, skill requirements, related subject areas; math, health, reading, etc.	Rail Systems <u>The Freight Train</u> <u>Animals in Transportation</u> <u>I'm No Fool on a Bicycle</u>
B.O. The student will be able to write a paragraph listing at least three educational requirements for a specific occupation in land transportation.	4. Student will listen to resource speakers. 5. Students will draw pictures of four important modes of land transportation. 6. Field trip to railway station - short ride on train in yard; go through engine, caboose and station. 7. Students will list 3 skills and source of skills required for 1 occupation chosen (in small groups) 8. Groups will make a report to the class.	Resource People: State Trooper Truck Driver Bus Driver People from Railway Station Various Books & Pamphlets from the library. (see attached list.)

COMMENTS: Throughout the total unit on transportation, emphasize that people acquire skills at home, at school and on the job. Most people do need special skills to secure a job.	CAREER EDUCATION CLOSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Transportation Occupations Skill Awareness-Beg. Comp. Social Studies, Art, Lang. Arts.
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PLANS FOR EVALUATION:

A unit test (copy attached)
on all modes of transportation will be given at the end of the unit.

Developed By: Dee Brunner

Doris Rae Collins

Nancy Cummings

3-F-1

PROGRAM GOAL: The student will understand the use of additional tools and their effect on lifestyle and future career choice. COURSE GOAL: The student will recognize that different jobs necessitate various skills and knowledge.		TITLE: TRANSPORTATION SCHOOL: Vale Elementary GRADE: Three EST. TIME INVOLVED: one week	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.G. The student is aware of the many different occupations in water transportation. I.G. The student is aware of education both in and out of school is required for related jobs in water transportation. I.G. The student will personally experience different occupational roles. B.O. The student will list at least three skills necessary for an occupation in water transportation, and indicate where he might acquire the skill. B.O. The student will be able to write a paragraph listing at least three educational requirements for a specific occupation. B.O. The student will role play different occupations in water transportation.		LEARNING ACTIVITIES 1. Student will view film showing different occupations. 2. Discuss related jobs in water transportation 3. Students will list five questions for resource speakers (education requirements, skill requirements, related subject areas - math health, reading, language. 4. Students will draw pictures of 4 jobs in water transportation. 5. Students will list 3 skills and source of skills required for 1 occupation chosen (in small groups) 6. Groups will make reports to class. 7. Field trip to Port of Seattle to view various modes of water transportation. 8. Students role play different occupations in water transportation.	
		RESOURCES Films: Boats and Ships <u>Ocean Voyage</u> <u>Ships Need a Harbor</u> Resource People: Director - Port of Seattle Various Books and Pamphlets from the library. (see attached list)	
COMMENTS: The field trip to a large metropolitan city (Seattle) will include all modes of transportation - water, air and land. This field trip was part of the culmination activities.		CAREER EDUCATION CLUSTER: Transportation Occupations ELEMENT OF CAREER EDUCATION: Skill Awareness - Beg. Comp. SUBJECT AREA CORRELATION: Social Studies, Art, Lang	
PLANS FOR EVALUATION:		Developed by: Dee Brunner 3-F-2 Doris Rae Collins Nancy Cummings	

TITLE: TRANSPORTATION

PROGRAM GOAL:	The student will understand the use of additional tools and their effect on lifestyle and future career choice.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that different jobs necessitate various skills and knowledge.	GRADE: Three
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many different occupations in air transportation. I.G. The student is aware that education both in and out of school is required for related jobs in air transportation. B.O. The student will list at least three skills needed for an occupation in air transportation, and indicate where he might acquire the skill. B.O. The student will write a paragraph listing at least three educational requirements for a specific occupation in air transportation. B.O. The student will role play different occupations in air transportation.	- Students will view films showing different occupations in air transportation. - Discuss related jobs in air trans. - Students list 5 questions for resource speakers (educational requirements, skill requirement, related subject areas math, health, reading, language). - Students listen to speakers. - Students draw pictures of 4 important jobs in air transportation. - Field trip to local airport. - Field trip to large airport - Sea Tac. - Students list 3 skills and source of skills required for 1 occupation chosen. (in small groups). - Groups report to the class. - Students role play different occupations in air transportation - pilot, travel agent, controller, maintenance men, stewardess, steward, luggage manager, etc.	Films: Airplane by Jet Airport in a Jet Age Resource People: Helicopter pilot local pilot Various Books and Pamphlets from the library. (see attached list.)

COMMENTS:	CAREER EDUCATION CLUSTER: Transportation Occupations ELEMENT OF CAREER EDUCATION: Skill Awareness-Beg. Comp. SUBJECT AREA CORRELATION: Social Studies, Art, Lang.
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PLANS FOR EVALUATION:	Developed By: Dee Brunner
	Deris Rae Collins
	Nancy Cummings

TITLE: TRANSPORTATION

PROGRAM GOAL:	The student will understand how to resolve personal conflicts between individual and group goals.		SCHOOL: Vale Elementary
COURSE GOAL:	The student will recognize that all jobs, in an area, are interrelated and necessary for the execution of a specific function.		GRADE: Three
			EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student understands the relationship between all workers.	1. Class will be divided into three groups.		
B.O. The student will make group murals depicting job interrelation in one type of transportation.	2. Each group will make a mural depicting job interrelation in transportation. (one group will do a type of land transportation, one water transportation, and one group air transportation).		
COMMENTS:		CAREER EDUCATION CLUSTER:	Transportation Occupations
		ELEMENT OF CAREER EDUCATION:	Employability Skills
		SUBJECT AREA CORRELATION:	Social Studies, Art

PLANS FOR EVALUATION:

Developed By:

3-F-4

TRANSPORTATION
TEST

NAME _____ DATE _____

PART ONE:

1. What does transportation mean? _____

2. What are the 3 main groups of transportation? _____

PART TWO: Write the names of these ways of traveling where they belong.

elephant
truck
deck
passenger train

camel
tugboats
bicycle
ocean liner

freight train
bus
helicopter

1. Transportation used in the jungle _____
2. It has only two wheels _____
3. A moving van is one kind _____
4. It carries passengers on the highway _____
5. It has Pullman cars and coaches _____
6. The last car is a caboose _____
7. It crosses the ocean in five days _____
8. Some call it the "flying eggbeater" _____
9. They push and pull big ships _____
10. It is one floor of a ship _____
11. Transportation used in the desert _____

Transportation Test - Cont'd

PART THREE: Finish these rules for bicycle riders. Write the number of the first part of a sentence before each ending.

1. Always signal _____ people who are walking.
2. Keep the bicycle _____ on the bicycle at night.
3. Do not run into _____ when turning or stopping.
4. Bicycle riders should _____ in good repair.
5. Have a light _____ obey the same traffic laws as automobile drivers.

PART FOUR: List the jobs under the correct heading

Air Transportation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

conductor
pilot (2)
truck driver
navigator (2)
longshoreman
chef

Water Transportation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

stewardess
porter
recreation director
co-pilot
engineer
baggage man (3)

Land Transportation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

captain (2)
mechanic (3)
switchman
brakeman
traffic controller

- (2) Goes under two headings
- (3) Goes under three headings

PART FIVE: Complete each blank with a word from the list of words at the end of this section.

1. _____ was the first person to fly alone across the Atlantic.
2. The pushing up of the air on the under side of the wing is called _____.
3. The force that causes the planes to move forward is _____.

Transportation Test - Part Five - Cont'd

4. The brothers that made the first successful flight at Kitty Hawk are the _____ brothers.
5. A _____ can go up or down and land nearly everywhere.
6. A force which holds the plane back is called _____.
7. A jet flies _____ and _____ than a propeller type plane.
8. A _____ does not need a propeller.

helicopter
Wright
lift

drag
faster
Lindberg

higher
thrust
jet engine

PART SIX:

- A. List 5 different kinds of trucks B. List 5 different kinds of boats

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- C. List 5 different uses of air-planes

- D. List 5 different kind of animals used for transportation

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

BOOKLIST FOR TRANSPORTATION UNIT

Author	Title	Publisher
Alexander, Ann (Primary - but interesting - types of drivers)	The ABC of Cars and Trucks	Doubleday 1956
Alexander, Ann	Boats & Ships from A to Z	Rand McNally 1961
Behrens, June (Highlights jobs in air transportation)	Air Cargo; Photos Collected by Lou Jacobs	Elk Grove 1970 - 63 p. illus.
Behrens, June (Highlights jobs in water transportation)	Ship Cargo. Photographs Collected by Lou Jacobs	Elk Grove 1971 - 73 p. illus.
Behrens, June (Highlight jobs in highway transportation)	Truck Cargo; photos collected by Lou Jacobs	Elk Grove 1970 - 80 p. illus.
Buehr, Walter	Cargoes in the Sky	Putnam 1958
Bunce, William	Freight Train	Putnam 1954
Burchard, Peter (Tug Boat)	The Carol Moran	Macmillian 1958
Colonis, Lilian	At The Airport	Melmont 1967
Chace, Haile	About the Captain of A Ship	Melmont 1959
Chace, Haile	About the Pilot of A Plane	Melmont 1959
Crickton, Marion Carrie (Bus drivers)	Gus the Bus illus. by Bob D. Smith	Elk Grove 1967 38 p. illus.
Dalgleish, Alice (the story of Lindbergh)	Ride on the Wind	Scribner 1956
Dudley, Nancy	Linda's First Flight	Coward-McCann 1956
Elting, Mary	Trucks at Work	Harvey House 1962
Friskey, Margaret (Astronauts)	Moon Walk Adventure	Childrens Press 1970
Greene, Carla	The Great Big Car & Truck Book; pictures by Richard Scarry	Golden Press 1951
(All varieties of cars and trucks are pictured - captioned by simple one-line texts)		

Booklist for Transportation Unit - Cont'd

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Greene, Carla	I Want to be a Bus Driver	Childrens Press 1957
Greene, Carla	I Want to be a Pilot	Childrens Press 1957
Greene, Carla	I Want to be a Ship Captain	Childrens Press 1962
Greene, Carla	I Want to be a Space Pilot	Childrens Press 1961
Greene, Carla	I Want to be a Truck Driver	Childrens Press
Greene, Carla	I Want to be a Train Engineer	Childrens Press 1956
Greene, Carla	Truck Drivers: What Do They Do?	Harper & Row 1967
Harvey, Derek	Monorails	Putnam 1965
Jackson, Robert	Championship Trail (Story of Indianapolis Racing - drivers - mechanics)	Walch 1970
Lenski, Lois	Little Train (Describes engine, the trains run etc.)	Walch 1940
Mills, Lois	Three Together (Story of the Wright Brothers and their sister)	Follett 1955
Parlin, John	Amelia Earhart Pioneer in the Sky	Garrard 1962
Phleger, Fred	Ann Can Fly	Random 1959
Philips, Eleanor	About the Driver of a Bus	Melmont 1959
Sieger, Ruth	Let's Build a Railroad	American 1954
Smith, Mary	Aboard a Bus	Melmont 1955
Stevenson, Agusta	Wilbur & Orville Wright, boys with Wings	Bobbs 1959
Wells, Robert (old)	What Does a Jet Pilot Do?	Dodd 1959
Young, Miriam	If I Drove A Car	Lothrop 1971

TITLE: MAKING A CORSAGE - An Independent Hands-On Experience

PROGRAM GOAL:	The student will understand the similarities and differences between life roles and learned skills.	SCHOOL: Peshastin-Dryden Elementary
COURSE GOAL:	The student will be aware of skills needed for an occupation by utilizing hands-on project.	GRADE: Three EST. TIME INVOLVED: 1/2 to 1 hour per design

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will familiarize himself with various materials used in making a corsage and will make a corsage.	- Students read directions and become familiar with components. - Students try various color combinations. - Students use the components and make a corsage. - Students inventory and return components to the box. (This also makes a good group project for 3-6 students)	Shoebox containing components of corsage.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Marketing & Diet. Occup's Educational Awareness Social Studies, Art
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the beginning of a Career Awareness Shelf which encourages the child to investigate an area using natural real materials for hands-on projects.	Developed By:	Roberta Foster
PLANS FOR EVALUATION:		
Self evaluation		

3-G-1

TITLE: ALPHABETICAL FILING - An Independent Hands-On Experience

PROGRAM GOAL: The student will understand the similarities and differences between life roles and learned skills.		SCHOOL: Peshastin-Dryden GRADE: Elementary Three EST. TIME INVOLVED: 15-20 min.	
COURSE GOAL: The student will be aware of skills needed for an occupation by utilizing a hands-on project.			
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	
I.G. The student will learn to file cards alphabetically.		1. Students read directions on top of box.	
B.O. The student will file Career cards in alphabetical order.		2. Shuffle cards	
B.O. The student will determine his time by subtraction.		3. Write down beginning time.	
B.O. The student will evaluate himself by checking the numbers on the back of the cards.		4. File cards in alphabetical order.	
		5. Turn cards over and check using the numbers on the back of the cards.	
		6. Write down ending time and subtract to determine time consumed.	
COMMENTS:		CAREER EDUCATION CLUSTER: Bus. & Office Occupations ELEMENT OF CAREER EDUCATION: Education Awareness SUBJECT AREA CORRELATION: Math, Language Arts	
PLANS FOR EVALUATION:		Developed By:	
Self evaluation		Roberta Foster	

3-G-2

TITLE: COSTUME DESIGN - An Independent Hands-On Experience PROGRAM GOAL: The student will understand the similarities and differences between life roles and learned skills COURSE GOAL: The student will be aware of skills needed for an occupation by utilizing a hands-on project.		SCHOOL: Peshastin-Dryden GRADE: Elementary Three EST. TIME INVOLVED: 1/2 hr to 4 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.G. The student learns that research and creativity are both necessary in the field of design. B.O. The student will research various U.S. holidays. B.O. The student will design an appropriate costume for a holiday of his choosing.	LEARNING ACTIVITIES 1. Student read <u>Childcraft</u> - Volume 9 for instruction in form and design. 2. Research various books for appropriate symbols for the costumes. 3. Design and cut out costume. 4. Dress paper doll in costume	RESOURCES Shoebox containing paper doll, plain sheets of paper, crayons and scissors. <u>Childcraft</u> - Volume 9, pps 302-303 <u>About Some Holidays and Special Days</u> <u>World Book</u> <u>Pack-O-Fun</u>
COMMENTS:		CAREER EDUCATION CLUSTER: Fine Arts & Humanities ELEMENT OF CAREER EDUCATION: Educational Awareness SUBJECT AREA CORRELATION: Art, Social Studies
PLANS FOR EVALUATION: Self evaluation and/or sharing with class		Developed By: <u>Roberta Foster</u>

TITLE: ROCKS AND MINERALS CLASSIFICATION - An Independent Hands-On Experience

PROGRAM GOAL:

The student will understand the similarities and differences between life roles and learned skills.

COURSE GOAL:

The student will be aware of skills needed for an occupation by utilizing a hands-on project.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

Three

EST. TIME INVOLVED:

Depends on interest

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student is aware that rocks and minerals share similarities and have differences.

B.O. The student will discover various mineral specimens.

B.O. The student will detect differences and likenesses.

B.O. The student will classify 10 or more specimens correctly.

LEARNING ACTIVITIES

1. Read the book about Rocks and Minerals.

2. Use the Specimen Box to become familiar with the 50 minerals.

3. Classify the rock specimens.

4. Check the work by looking on the lid of the box.

RESOURCES

Rocks and Minerals
Science Hobby Series

Box of 50 Mineral Specimens

COMMENTS: This can also be used as a group project

CAREER EDUCATION CLUSTER: Agri-Bus. & Nat. Resources
ELEMENT OF CAREER EDUCATION: Educational Awareness
SUBJECT AREA CORRELATION: Science

PLANS FOR EVALUATION:

Self evaluation

Developed By:

Roberta Foster

3-G-4

TITLE: MARKETING AND DISTRIBUTION - An Independent Hands-On Project

PROGRAM GOAL:	The student will compare local jobs to jobs in general	SCHOOL: Peshastin-Dryden Elementary
COURSE GOAL:	The student will begin to understand the economic and natural forces at work on all products.	GRADE: Three EST. TIME INVOLVED: 1/2 hour to 1 hour

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the general market forces on products I.G. The student is aware of the natural forces on products. B.O. The student will discover economic concepts.	1. Students play the game "To Market, To Market", with 1, 2 or 3 participants.	Game: "To Market To Market"

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Marketing & Distribution Career Awareness Social Studies (Economics)
PLANS FOR EVALUATION:	Class discussion after all students have played the game once or twice.	Developed By: Robert Foster

3-C-5

PROGRAM GOAL:		SCHOOL:	
COURSE GOAL:		GRADE:	
		EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:		Developed By:	

TITLE: WRITE TO COMMUNICATE

PROGRAM GOAL:

The student will recognize attitudes toward learning tools and their value in achieving individual goals.

COURSE GOAL:

The student will begin to realize that his own attitude toward learning can help him achieve his future goals.

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

I.G. The student is aware of the importance of keeping personal records

B.O. The student will keep his own record or reading achievement.

B.O. The student will create his own stories and essays and keep a file in his Write To Communicate kit.

LEARNING ACTIVITIES

1. The student will interview people about their jobs regarding skills needed for specific skills.

2. The student is involved with individualized reading and math assignments geared to specific learning levels.

RESOURCES

Reading and Listening Series
SRA

Math records and recording sheets

Write to Communicate - Readers Digest

SCHOOL: Peshastin-Dryden
ELEMENTARY
GRADE: Three
EST. TIME INVOLVED: On going all year

COMMENTS:

This project had very good results as the responsibility for record keeping helps give the child a sense of achievement.

PLANS FOR EVALUATION:

-Individual conferences between teacher and student about the expected progress and the accomplished tasks.
Group discussion of ideas in the Write to Communicate kits. 3-H-1

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Not Applicable
Self Awareness
Reading, Math, Language
Arts

Developed By:

Robert Foster

TITLE COUNTING MONEY

PROGRAM GOAL: The student will understand our monetary system.

COURSE GOAL: The student will begin to understand our base ten money system and the relationship of pennies, dimes and dollars.

SCHOOL Peshastin-Dryden
Elementary
GRADE: Three
EST. TIME INVOLVED: On going
all year.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware of the importance of correctly counting money.
- B.O. The student will count the lunch money each day.

LEARNING ACTIVITIES

1. Review of monetary system using money packets.
2. Each student will take turns counting the lunch money

RESOURCES

Math books
Money packets with specified amounts and self check.

The money packets are a good individualized approach.

CAREER EDUCATION CLUSTER: Bus. & Office Occupations
ELEMENT OF CAREER EDUCATION: Economic Awareness
SUBJECT AREA CORRELATION: Math

PLANS FOR EVALUATION:

Individual evaluation each day as the money is counted
Self evaluation using checking system with money packets.

Developed By:

Robert Foster

3-I-1

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADE FOUR: UNIT TITLES

1. Student Exchange Program 4-A-1
Adele Fuhrer, Dorothy Rogers
2. A Restaurant 4-B-1
Adele Fuhrer, Dorothy Rogers
3. The Family Unit and the World of Work. 4-C-1
Dorothy Evans, Marie Kane, Bernie Griffith
4. Health Services 4-D-1
Dorothy Evans, Marie Kane, Bernie Griffith
5. Consumer and Homemaking Occupations 4-E-1
Dorothy Evans, Marie Kane, Bernie Griffith
6. Business and Office Occupations. 4-F-1
Dorothy Evans, Marie Kane, Bernie Griffith
7. Personal Services 4-G-1
Dorothy Evans, Marie Kane, Bernie Griffith
8. Occupations in Construction 4-H-1
Dorothy Evans, Marie Kane, Bernie Griffith
9. Understanding Self and Others 4-I-1
Dorothy Evans, Marie Kane, Lorna Coulthard
10. The Selective Consumer 4-J-1
Dorothy Evans, Marie Kane, Lorna Coulthard
11. Ecology -- Man and His Environment 4-K-1
Dorothy Evans, Marie Kane, Lorna Coulthard
12. Student Oriented Career Fair 4-L-1
Dorothy Evans, Marie Kane, Bernie Griffith

TITLE: STUDENT EXCHANGE PROGRAM - Peshastin-Dryden and Bellevue

PROGRAM GOAL:	The student is aware of the wage earner's job and how it is affected by location.	SCHOOL:	Peshastin-Dryden - Bellevue Elementary
COURSE GOAL:	The student is aware that location often determines the type of work a person will do for a living and his life style.	GRADE:	Fourth
		EST. TIME INVOLVED:	3 days each exchange

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that families experience different life styles. I.S. The student is aware that many jobs can only be related to specific geographic regions. B.O. The student can illustrate the difference between occupations found in coastal/urban and inland/rural locations. B.O. The student will discover climatic conditions determine outside activities. B.O. The student will compare the life style, i.e. housing, traffic, transportation, recreation, etc., of urban vs. rural areas, by illustration.	1. The student will study the work involved in the apple industry and jobs involved in marine-related occupations. 2. The student will write letters of invitation and acceptance. 3. The student will plan and prepare for a three day visit as a host to another class and plan and prepare for a three day visit away from home. 4. The student will make a gift for his host depicting something of his area. 5. The student will have a get acquainted experience (P.E. and music related) where he will meet new host/hostess; or renew old friendships. 6. The student will visit new industries of the host area. 7. The student will spend time and experience new and different home environments.	Film: <u>Washington State Apple Ind.</u> Field Trips: (rural area) Candy manufacturing plant Apple juice processing plant Apple warehouse Orchard Historical museum Rocky Reach Dam Field Trips: (urban area) Port of Seattle College of Fisheries Fish processing industry Pike Street Market Peanut butter processing plant Harbor tour Chamber of Commerce (both areas)

COMMENTS:	The reason Bellevue visited in the fall was to observe the apple industry at its peak.	CAREER EDUCATION CLUSTER: Agri. & Marine Science Occup.
		ELEMENT OF CAREER EDUCATION: Appreciation & Attitudes
		SUBJECT AREA CORRELATION: Social Studies, Art, Language Arts
PLANS FOR EVALUATION:	Student evaluation (form attached)	Developed by:

Adele Fuhrer
Dorothy Rogers

4-A-1

TITLE: STUDENT EXCHANGE PROGRAM - Peshastin-Dryden and Bellevue

PROGRAM GOAL:

COURSE GOAL:

Continued from page 4-A-1

SCHOOL: Peshastin-Dryden -
Bellevue Elementary

GRADE: Fourth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

8. The student will experience a variety of transportation; bus, farm equipment, boat monorail, escalator, etc.
9. The student will fill out an evaluation on school, homes, and visitations.
10. The student will illustrate by drawing different types of jobs observed.
11. The student will write thank-you letters to homes, school, industries, chaperones and bus drivers.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Adele Fuhrer
Dorothy Rogers

4-A-2

TITLE: STUDENT EXCHANGE PROGRAM - Peshastin-Dryden and Bellevue

Dryden, Washington
September 10, 1973

Dear Parents:

With one full week into our new year, we feel we're off to a fine start.

As we approach new activities concerning your child, you will be hearing from us as we like to keep you informed.

We are working toward an exchange program with members of the fourth grade from Lake Hills Elementary School from Bellevue, Washington. They wish to become acquainted with our apple industry, (picking, packing, juice processing, etc.).

If such a program can be worked out, we in turn will be invited to Bellevue in the spring for the same length of time to tour points of interest, new and exciting to all of us.

We are taking a quick survey to see how many parents will be able to cooperate by housing 1, 2, or 3 students from Bellevue on a Wednesday and Thursday-nights in early October. These young people will need an evening meal on Wednesday, breakfast and an evening meal on Thursday and breakfast on Friday.

We know that many of you are busy with work so let us assure you that we do not expect any special entertaining.

If it will be possible for you to help us please let us know on the attached form and we in turn will keep you informed.

Thank you very much.

Sincerely,

Dorothy Rogers
Adele Fuhrer

P.S. If you have any questions please feel free to call us at 782-1656

TITLE: STUDENT EXCHANGE PROGRAM - Peshastin-Dryden and Bellevue

☐

I will be able to house some children from Bellevue in working out our exchange program. The number I'd prefer to have is

1 2 3. (Please circle the number)

☐

I will be unable to assist this time.

Signature

Mother of

SAMPLE OF FIELD TRIP ITINERARY

Group 3 & 4:

9:05	Depart for orchards and warehouse
9:05 - 10:00	Orchard/warehouse
10:00 - 11:00	Warehouse/orchard
11:00 - 11:15	Drive back to Peshastin School
11:20 - 11:45	Lunch
11:45 - 12:00	travel back to Dryden
12:00 - 12:30	Recess with 4th and 5th graders
12:45 - 1:00	Board bus and drive to Cashmere
1:00 - 1:35	Tree Top
1:45 - 2:15	Museum
2:25 - 2:45	Aplets and Cotlets Plant
2:45 - 3:00	Homeward bound - (Dryden)
3:00 - 3:15	Depart with host or hostess

4-A-4

TITLE: STUDENT EXCHANGE PROGRAM - Peshastin-Dryden and Bellevue

Dryden, Washington

May 3, 1974

Dear Parents,

The second half of our Peshastin-Dryden, Bellevue Career Education Exchange is soon to be a reality. With the cooperative efforts of the school board, administrators, teachers and parents of both schools, an exciting climax to our program is being planned at no cost to you.

Parents from the Lake Hills (Bellevue) School have volunteered to furnish housing accommodations such as we did for the students last fall. A get-acquainted meeting (renewal of friendships) is being planned as an opener for these three educationally filled days.

Our host people will send us a definite schedule, which we will in turn pass on to you as soon as we can. Activities as visits to the Port of Seattle, Society Candy Manufacturers, Sunny Jim Processing, The College of Fisheries---are among those under consideration. We feel confident that a fine program will be available to us and one from which we will gain many new insights.

Within the next week, you will be receiving a list of suggested items each child should have, such as sleeping bag, change of clothing, etc.

We and the children are really looking forward to this fine opportunity to explore learning and living in an urban area. Your cooperation and support will be greatly appreciated.

Yours truly,

Dorothy Rogers
Adele Fuhrer

PESHASTIN-DRYDEN, BELLEVUE CAREER EDUCATION
EXCHANGE PROGRAM

My child _____ has permission to attend the
second half of the Peshastin-Dryden, Bellevue exchange program to
be held in Bellevue on May 15, 16, 17.

Date _____ Signed _____
(Parent or Guardian)

HEALTH HISTORY (To be filled out by parent or guardian).

Is your child subject to the following: Headaches _____ Asthma _____

Hay Fever _____ Sleepwalking _____ Epileptic seizure _____

Kidney disorder _____ Enuresis (bed wetting) _____

Is your child subject to constipation? _____ If so, what treatment

do you usually give? _____

Should aspirin be given if a minor headache or similar condition arises?

Does your child have any physical disorder that would prevent him/her
from participating in our visitation? _____ If so, please describe

Home phone _____ Work phone _____

Any other person we could notify, if some occasion should arise, and you
could not be contacted: Name _____ Phone _____

Would you be interested in joining us as a chaperone? _____

If there are any questions concerning this educational experience in
Bellevue, please feel free to come and see us.

Dorothy Rogers
Adele Fuhrer

PROGRAM GOAL: COURSE GOAL:		TITLE: A RESTAURANT UNIT The student will participate in active groups in order to develop individual and group goals. The student will recognize that all students must participate in order to have a successful restaurant.		SCHOOL: Peshastin-Dryden GRADE: Elementary Fourth EST. TIME INVOLVED: 2 1/2 weeks
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.G. The student understands that quantity cookery requires special planning, equipment and skills. I.G. The student realizes that the restaurant business involves more than preparing food.	LEARNING ACTIVITIES 1. The students take a survey of potential customers, (parents) to see if the restaurant idea is feasible. 2. The students select a menu (taking into consideration food costs, preparation etc.) 3. The students select a name for the restaurant.	RESOURCES		
COMMENTS:		CAREER EDUCATION CLUSTER: Hospitality & Recreation, Con. Marketing & Distribution Occ. ELEMENT OF CAREER EDUCATION: Employability Skills SUBJECT AREA CORRELATION: All		
PLANS FOR EVALUATION:		Developed By: Adele Fuhrer Dorothy Rogers		

TITLE: A RESTAURANT UNIT

PROGRAM GOAL: The student will relate the mastery of educational skills to individual and group success.

COURSE GOAL: The student will recognize that basic educational skills are necessary for all occupations.

SCHOOL: Peshastin-Dryden
GRADE: Elementary Fourth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware of the relationship between basic math skills and specific phases of a restaurant.
- B.O. The student will calculate the cost of running a restaurant.
- B.O. The student will utilize banking services in establishing a restaurant.
- B.O. The student will make uniforms using the sewing machine.

LEARNING ACTIVITIES

- 1. The students develop recipes for quantities (approx. 25) utilizing multiplication, fractions, converting measurements, etc.
- 2. The students price foods at local stores, estimate costs and establish a budget.
- 3. The students establish a cost per customer so there will be an end profit.
- 4. The students prepare a financial statement for the bank, (food costs, miscellaneous expenses, number of paid customers, estimated profits.)
- 5. The students visit a bank, borrow money and open a checking account.
- 6. The students learn to write checks and keep records.

RESOURCES

Field Trips:
Local grocery store
Local bank

COMMENTS: This project works better by hiring kitchen supervisors instead of using parents help.

CAREER EDUCATION CLUSTER: Marketing & Distribution Occ.
ELEMENT OF CAREER EDUCATION: Self Awareness
SUBJECT AREA CORRELATION: All

Hospitality & Recreation, Con.

PLANS FOR EVALUATION:

Developed By:

Adele Fuhrer

Dorothy Rogers

4-B-2

TITLE: A RESTAURANT UNIT

PROGRAM GOAL:	Continued from page 4-B-2	SCHOOL:	Peshastin-Dryden
COURSE GOAL:		GRADE:	Elementary Fourth
		EST. TIME INVOLVED:	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	7. The students hire services of two school cooks to act as supervisors and consultants (\$1.75 per hour). 8. The students make uniforms by hand and sewing machine, (girls - aprons boys - busboy towels.)	Sewing machine Material

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	Developed By:
4-B-3	Adele Fuhrer
	Dorothy Rogers

TITLE: A RESTAURANT UNIT

PROGRAM GOAL: The student will understand the process of production and distribution of goods and services.

COURSE GOAL: The student is aware that a restaurant deals in both the distribution of goods and services.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

EST. TIME INVOLVED: Fourth

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware of the varied occupations involved in the restaurant business.
- B.O. The student will design the decor to fit the theme of the restaurant.
- B.O. The student will train for various jobs necessary in a restaurant.

LEARNING ACTIVITIES

1. The students prepare and distribute "reservation confirmation" notices and set up customer time preference sheets - for crowd control.
2. A restaurant manager and grocer will speak to the students on all aspects of their related business.
3. The students make decorations, place-mats, centerpieces and complimentary meal tickets for VIP's.
4. Students study restaurant jobs and will select those which they prefer.
5. All students are involved in training programs for their chosen jobs.
6. The students fill out a work schedule for their 3 shifts at the restaurant.
7. The students visit a grocery store, drug store and florist to buy necessary materials.

RESOURCES

Resource Persons:
 Restaurant manager
 Grocery store owner
 Meat cutter
 Produce manager

Field Trips:
 Grocery store
 Florist shop
 Drug store

COMMENTS:

Hospitality & Recreation, Con.
 Marketing & Distribution Occ.

CAREER EDUCATION CLUSTER: Economic Awareness
ELEMENT OF CAREER EDUCATION: All
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Adele Fuhrer

4-B-4

Dorothy Rogers

TITLE: A RESTAURANT UNIT

PROGRAM GOAL:	The student will be aware of individual strengths and weaknesses as related to peer groups	SCHOOL: Peshastin-Dryden GRADE: Elementary EST. TIME INVOLVED: Fourth
COURSE GOAL:	The student is aware that different occupations require varied skills and abilities.	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student knows factors affecting food costs, food merchandising, supply and demand, services offered and shopping skills related to the restaurant business.	1. The students prepare all food under the supervision of school cooks. 2. The students set up and decorate the tables and dining room. 3. The students serve approximately 250 customers in 2 hours time. 4. The students serve as janitor throughout the project. 5. The students count money, deposit it and pay off loan. 6. The students pay all bills by check. 7. The students dine in a restaurant on their profits. 8. The students write thank-you notes to all who assisted. 9. The students illustrate and write about their favorite phase of the operation	Resource Persons: School cooks Field Trips: Local bank Local restaurant
E.O. The student purchases the necessary food for the restaurant.		
B.O. The student will write and illustrate different phases of the restaurant business.		

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COMMENTS:	This project can be handled best by two teachers as a team effort.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
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PLANS FOR EVALUATION:	A slide presentation to all parents and children. A class scrapbook of pictures, cancelled checks and other memos. 4-B-5	Developed By: Adele Fuhrer Dorothy Rogers
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TITLE: A RESTAURANT UNIT

April 9, 1974

Dear Parents,

On Wednesday, April 24, our combined fourth grades at the Dryden School will be involved in a Career Education Project. We are going into the restaurant business, and will be open for business on this evening from 5:00 to 7:00 P.M. We are concerning ourselves with all the aspects of the restaurant business: meal planning, financing, buying, decorating, preparations, etc., and this dinner will be the culmination of our work and project. The menu of our restaurant, The Blewett Pass Golden Nugget Cafe, will be:

"Gold Nugget Special"
(oven baked meat & vegetables)

green salad

sourdough roll

coffee

milk

dessert

We want to know in advance how many to plan for, so we are taking a survey. We invite you and your family to "The Golden Nugget" for your evening meal. The cost will be \$2.00 for adults, and \$1.50 for 12 and under. Your fourth grade child, who will be a part of the restaurant unit, will receive his/her meal at a reduced rate.

Please indicate on the accompanying sheet if you will be able to attend, and how many will be in your party. Please do not include your fourth grader in this number, as he will be automatically counted here at school.

Our restaurant will be open only to people with reservations. The form you return will be your reservation - a guarantee for you and your party at our restaurant.

The fourth graders are showing alot of enthusiasm for this project, and your cooperation and attendance will help make it a fine success.

Thank you,

Dorothy Rogers
Adele Fuhrer

4-B-6

TITLE: A RESTAURANT UNIT

We will attend "The Blewett Pass Golden Nugget Cafe" on Wednesday,
April 24.

_____yes

_____no

The number of members in my group:_____12 and under

_____adults

(Do not include your fourth grader in this count.)

Signed_____

Parent of_____

(Please return this form by Friday, April 12.)

4-B-7

TITLE: A RESAURANT UNIT

This is to confirm the reservation for _____
and a party of _____ at "The Blewett Pass
Golden Nugget Cafe" on Wednesday, April 24th. Due to a large number
attending, we would like to know the approximate time you will be
coming. This will help us in our preparation. Please check below
which of these times you plan to attend, and have your child return
this to the school tomorrow.

Thank you.

5:00 - 5:30

☐

5:30 - 6:00

☐

6:00 - 6:30

☐

6:30 - 7:00

☐

4-B-8

FINANCES FOR "THE BLEWETT PASS
GOLDEN NUGGET CAFE"

- I. Borrowed \$250.00 and put in checking account. Balance - \$250.00.
- II. Wrote checks for the following - (subtract each and keep new balance after each check.

	Balance
a) Gordon's Thriftway - (groceries) - \$22.46	
b) Cash - (stamps) - - - - - 1.00	
c) Milot Mills - (flowers) - - - - - 7.90	
d) Mrs. Rogers (decorations) - - - - - 2.21	
e) Albertsons (food) - - - - - 34.16	
f) Albertsons (rolls)- - - - - 11.72	
g) Cash (change for dinner)- - - - - 40.00	
h) Dryden Store (tomatoes) - - - - - .75	
i) Pioneer Market (meat) - - - - - 68.25	

- III. Deposit \$441.83 into account - add it to your last balance.
New balance - - - - -

- IV. Write checks for flowers and keep new balance.
- j) Kashmir Gardens (flowers) - - - - 4.31
k) M & M Distributing (milk)- - - - - 10.40
l) Mrs. Rogers (chef hats) - - - - - 4.00
m) Marybelle Radkee (kitchen supervisor)
 10 hours at \$1.75 @ hr. - - - - 17.50
n) Pat Bullis (kitchen supervisor)
 10 hours at \$1.75 @ hr. - - - - 17.50
o) I.D. Wares - groceries - - - - - 75.52

Balance at this point- - - - -

- V. We still have to pay off the bank - \$250.00 (plus interest').
(Fill in balance after we do this)

- VI. We have to buy 3 boxes of candy. Fill in balance after we do this.

- VII. Now we have paid all the bills. What is our PROFIT?

Profit

TITLE: A RESTAURANT UNIT

In planning for the grand opening of "The Golden Nugget Cafe" we restaurant workers are interested in borrowing a few items from our various supporting families. If you have any of the following and would be willing to loan them, please mark and return with your "young miner" tomorrow. (We'll have a supply of kerosene on hand). Thank you very much.

Dorothy Rogers
Adele Fuhrer

Kerosene lamps _____

Kerosene lanterns _____

Other "Gold Mining" type objects _____

(Please do not send til notified.)

THE GOLDEN NUGGET CAFE
(employment survey)

_____ maitre d'
_____ hostess
_____ waitress
_____ busboy
_____ dishwasher
_____ janitor (check if you can do this, do not mark it
as one of your three choices)
_____ food server
_____ chef
_____ assistant cook
_____ cashier
_____ beverage server

Mark three things that you would like to do the day and evening
of our dinner. Instructions will be given so you will fully
understand your responsibilities.

Signed _____

TITLE: A RESTAURANT UNIT

Tuesday, April 23

Dear Parents:

This is to remind you that tomorrow is the big day -- "The Blewett Pass Golden Nugget Cafe" will be open for business.

Just so you don't forget, we have reservations for _____ in your party of _____. We're looking forward to serving you.

It will be necessary that all students be at the Peshastin Multipurpose Room by 4:00 p.m. If you have no way of getting your child down to the school by that time, then please let him/her ride the bus to Peshastin directly after school and get off there. We will be there at that time and they will not be left unattended. If they ride the bus, they will want to bring extra clothes Wednesday morning that they can change into just before the restaurant opens.

Please, also make arrangements to pick up your child after the dinner is over.

Thanks for your cooperation!

HELP, HELP!! - To those of you in the 6:00 - 6:30 time! If you and your party could possibly come at 5:00 or 5:30, we would really appreciate it. Our 6:00 - 6:30 time is quite crowded. Please let your child know if such a change is convenient.

Thanks,

Dorothy Rogers
Adele Fuhrer

TITLE: A RESTAURANT UNIT

Tuesday, May 28

Dear Parents,

Plan on the "Potluck Slide Show" for Thursday evening,
June 6, from 6:00 to 7:30.

Each family will need to bring table service, and you
are to bring _____

enough to serve six.

We are looking forward to seeing you then.

Adele Fuhrer
Dorothy Rogers

TITLE: THE FAMILY UNIT AND THE WORLD OF WORK

PROGRAM GOAL:	The student becomes aware of the wage earner's job and how it affects the family unit.	SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that family members work outside the home for a variety of reasons.	GRADE: Four
		EST. TIME INVOLVED: six hrs.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand reasons why fathers and/or mothers work. B.O. The student will list reasons why fathers and/or mothers work outside the home and illustrate each doing a job.	1. Pre-test (page 4-C-4) 2. View filmstrip (discuss) 3. Draw a picture of father at his job, and write a paragraph explaining it. 4. Draw a picture of mother at home or at work and write a paragraph explaining it.	Filmstrips: What Do Father's Do? <u>What Do Mother's Do?</u>

COMMENTS:	Students start a scrapbook that they will continue working on all year. Good project for individualized study as students do only as many as they have ability and time to do.	CAREER EDUCATION CLUSTER: All
		Appreciations & Attitudes Mental Health

PLANS FOR EVALUATION:	Developed By:
All written work for this unit will be included in scrapbook. Class discussion.	Dorothy Evans Marie Kane Bernie Griffith
4-C-1	

TITLE: THE FAMILY UNIT AND THE WORLD OF WORK

PROGRAM GOAL:	The student becomes aware of the wage earner's job and how it affects the family unit.		SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that different jobs affect the individual family unit.		GRADE: Four
			EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student becomes aware that different jobs have different pay scales and that this affects the life style of individual family units.	1. Find pictures of people working at jobs that are not found in this area. (i.e. space, marine science, fisherman, zoos)	Magazines for pictures	
I.G. The student becomes aware that location of the family depends on the wage earner's job.	2. Creative writing "Our Classroom Kingdom" (situation - no adults in classroom environment and what would happen).	Filmstrips: <u>Why Work</u> <u>How Work Becomes a Career</u> <u>Thinking About and Planning A Career</u>	
B.O. The student, from a group of pictures, will match up different life styles to different amounts of income.		Career Awareness Filmstrips Westinghouse Learning Corp.	
B.O. The student will list 5 jobs that cannot be found in Cashmere and tell why.			
COMMENTS:		CAREER EDUCATION CLUSTER: All	Appreciations & Attitude Mental Health
PLANS FOR EVALUATION:		Developed By: Dorothy Evans Marie Kane Bernie Griffith	

TITLE: THE FAMILY UNIT AND THE WORLD OF WORK

PROGRAM GOAL:	The student becomes aware of the wage earner's job and how it affects the family unit.	SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that the loss of a job for whatever the reason affects the individual family.	GRADE: Four
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
U.G. The student understand that various situations affect him as a member of a family. B.O. The student will role play situations depicting how the loss of the father's and/or mother's job would affect his family unit.	1. Role play situations: Father is unemployed; father is hurt in an accident; family must move because one of the children is ill; mother is going to have a baby and quits her job; father cannot find a job he is trained for.	

COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes SUBJECT AREA CORRELATION: Mental Health
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PLANS FOR EVALUATION:	Developed By: Dorothy Evans— Marie Kane Bernie Griffith
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TITLE: THE FAMILY UNIT AND THE WORLD OF WORK

FOURTH GRADE PRE-TEST

NAME _____

1. List as many jobs as you know about. Try to list at least ten.
2. List five jobs that you would like to try.
3. Which job do you think would be the best?
4. Why do you think this would be the best job?
5. What would you have to do to prepare yourself for this best job?
6. What would be the very worst job you can think of?
7. Why do you think this would be the worst job?
8. Would you prefer a day, graveyard, or swing shift type job?
9. Why would you prefer the one you chose?
10. Would you like to do the same thing that your parents do for a living?
11. Why would you like to or not like to do the same job?

This test is given at the beginning of the school year.

TITLE: HEALTH SERVICES

PROGRAM GOAL:	The student will group cluster jobs according to similarity of job performances.		SCHOOL:	Vale Elementary
COURSE GOAL:	The student will recognize that work has different kinds of rewards; financial satisfaction, enjoyment of the process and self-fulfillment according to specialized training and job performance.		GRADE:	Fourth
			EST. TIME INVOLVED:	one week
INSTRUCTIONAL GOALS % BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES		
I.G. The student is aware of various occupations related to health services.	1. Pre-test. 2. View filmstrip and discuss. 3. Listen and question panel members. 4. Small group involvement - each student states his choice for small group interests. Each student then is able to go with one of the resource people in a small group situation after the panel to learn more about that particular job. This is where the students explore the tools of each job. 5. Scrapbook activities: a) Creative writing "A Day in the Life of _____". 6. Thank you letters. 7. Small group reports. 8. If invited the small group may walk to the place of business for a mini-field trip.	Resource Persons: Doctor Veterinarian Nurse Pharmacist X-ray technician Dentist Dental hygienist Chiropractor Physical therapist Specialist Filmstrip: Helping the Healing Hands World of Work Educraft Books: Popeye the Sailor and Health Careers, King Features Media Resource Center		
B.O. The student will identify, analyze and explore occupations in the health services.				
B.O. The student can identify tools and equipment utilized by specific occupations in health services.				
COMMENTS:	The same format for small group involvement is utilized with each unit.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Health Services Career Awareness Human Body Unit-Science, Art, Lang. Arts	
PLANS FOR EVALUATION:		Developed By:	Dorothy Evans Bernie Griffth Marie Kane	

Pre-test and post-test (copy on page 4-D-2). The same test is used for both. A copy of the students statements is mailed to each resource person.

4-D-1

TITLE: HEALTH SERVICES

SAMPLE PRE-TEST AND POST-TEST

WHO THEY ARE	WHAT THEY DO	WOULD YOU LIKE TO BE ONE		
		YES	NO	WHY
DOCTOR				
NURSE				
VETERINARIAN				
DENTIST				
PHYSICAL THERAPIST				
PHARMACIST				

4-D-2

TITLE: CONSUMER AND HOMEMAKING RELATED OCCUPATIONS

PROGRAM GOAL:	The student will group cluster jobs according to similarity of job performances.	SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that the performance of work results in services and/or products.	GRADE: Fourth
		EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of various occupations related to the Consumer and Homemaking cluster.	1. Pre-test. 2. Listen and question panel members. 3. Small group involvement. 4. Scrapbook activities: a) Bring favorite recipe from home. b) Collect pictures of favorite foods. c) Design own room or draw a picture of student's room as it is now and another of how he would like it. d) Make a chart showing different exercises - use stick figures. e) Collect pictures of rooms. f) Plan a game for a nursery school, and write good clear directions for game.	Resource Persons: Rug cleaner Upholsterer Social worker Dietician Family counselor Furniture store owner Interior decorator Minister Home Ec. teacher Nursery school teacher
B.O. The student will identify, analyze and explore occupations in the Consumer and Homemaking cluster.		Books: Popeye the Sailor and Consumer and Homemaking Occupations, King Features
B.O. The student can identify tools and materials utilized by persons with specific occupations in Consumer and Homemaking cluster.	g) Make a picture alphabet book. h) Make a chart showing the 4 basic food groups and divide chart into 4 sections; meat, milk, bread and cereal, fruit and vegetables.	Media Resource Center

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Consumer & Homemaking Career Awareness Social Studies, Lang. Arts, Art
small group involvement as last unit.	Developed By:	Dorothy Evans Marie Kane Bernie Griffith

Same form used for pre-test and post test (page 4-D-2).
4-E-1

TITLE: BUSINESS AND OFFICE OCCUPATIONS The student will relate the mastery of educational skills to individual success.		SCHOOL: Vale Elementary GRADE: Fourth EST TIME INVOLVED: one week
COURSE GOAL: The student recognizes that the performance of work results in services and/or products.		

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of various occupations related to the Business and Office cluster. B.O. The student will identify, analyze and explore occupations in the Business and Office cluster. B.O. The student will identify tools and equipment utilized by persons with specific occupations in the Business and Office cluster.	1. Pre-test. 2. Listen and question panel members. 3. Small group involvement. 4. Scrapbook activities a) Banker - write a check and fill a deposit slip and put in scrapbook. b) Office work - add a column of numbers using an adding machine. Use a typewriter and type a short note to a friend. 5. Post-test.	Resource Persons: Secretary Bookkeeper Office Manager Banker <u>Worksheets from Our Working World, S.R.A.</u> Books: <u>Popeye the Sailor and Business and Office Occupations</u> <u>King Features</u> Media Resource Center

COMMENTS: The same format is used for panel and small group involvement as last unit.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Developed By:	Business and Office Self Awareness Penmanship, Lang. Arts, Math, Social Studies Dorothy Evans Marie Kane Bernie Griffith
Same form used for pre-test and post-test (page 4-D-2). 4-F-1		

TITLE: PERSONAL SERVICES PROGRAM GOAL: The student will group cluster jobs according to similarity of job performances. COURSE GOAL: The student recognizes that the performance of work results in services and/or products.		SCHOOL: Vale Elementary GRADE: Fourth EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES I.G. The student is aware of various occupations related to the Personal Service cluster. B.O. The student will identify, analyze and explore occupations in the Personal Service cluster. B.O. The student will identify tools, equipment and materials utilized by persons with specific occupations in the Personal Service cluster.	LEARNING ACTIVITIES 1. Pre-test. 2. Listen and questions panel members. 3. Small group involvement. 4. Scrapbook Activities: a) Draw a picture depicting 4 of the jobs. b) Write thank you letters. c) Article or advertisement from the paper about a personal service. d) Make a menu for a restaurant and design a cover. e) Draw a place setting showing the proper way to set a table. f) Bring a picture of an article of clothing you would like to make and samples of material that would fit the pattern. 5. Post-test.	RESOURCES Resource Persons: Chef Barber Seamstress Beautician Waitress Ambulance driver Funeral director Restaurant manager Dry cleaning establishment owner Fireman Fireman trainee Films: <u>The Story of Bates Institute</u> Books: Popeye the Sailor and <u>Personal Service Careers</u> <u>King Features</u> Media Resource Center	

COMMENTS: The same format is used for panel and small group involvement as last unit.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Personal Services Career Awareness Social Studies, Lang.
PLANS FOR EVALUATION: The same form used for pre-test and post-test (page 4-D-2)	
Developed By: Arts, Math Dorothy Evans Marie Kane Bernie Griffith	

TITLE: OCCUPATIONS IN CONSTRUCTION

PROGRAM GOAL:	The student will understand and master the use of tools for measurement and extensions of energy in simple machines.	SCHOOL: Vale Elementary
COURSE GOAL:	The student realizes that specific occupations require special skills and tools to accomplish the tasks required of that job.	GRADE: Fourth
		EST. TIME INVOLVED: Two weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that math skills are basic to occupations in construction.	1. Pre-test. 2. View film and discuss. 3. View filmstrip and discuss. 4. Listen to and question panel members. 5. Small group involvement. 6. Scrapbook activities:	Resource Persons: Brick mason Electrician Tile setter Architect Forester Glazier Plumber Paper hanger Painter Contractor Lumber mill director Dry wall specialist
I.G. The student is aware of various occupations related to the Construction cluster.	a) Draw a scale model design for a fair booth; state or show how you would finish or decorate it. b) Collect 3 pictures of different buildings e.g. house, office bldg. public building. c) Draw a diagram using the color coding of wires for electrical wiring. d) List 10 uses of lumber. e) Draw a design on squared paper that represents a tile design for a kitchen or bathroom. f) Draw tools a brick mason uses.	Film: ABC'S of Hand Tools Part I and II
B.O. The student will identify, analyze and explore occupations in the Construction cluster.		Filmstrip: Technical and Industrial
B.O. The student will identify tools, equipment and materials utilized by persons with specific occupations in the Construction cluster.		
B.O. The student will list at least 5 tools used by three different workers.		

COMMENTS:	The same format is used for panel and small group involvement as last unit.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Construction Skill Awareness-Beg. Comp. Math, Art, Lang. Arts, Social Studies
PLANS FOR EVALUATION:	Same form used for pre-test and post-test (page 4-D-2).	Developed By:	Dorothy Evans Marie Kane Bernie Griffith
	4-H-1		

TITLE: OCCUPATIONS IN CONSTRUCTION

PROGRAM GOAL:

COURSE GOAL:

Continued from Page 4-H-1

SCHOOL: Vale Elementary

GRADE: Fourth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

7. Class plays "Concentration" using occupations and tool cards turned upside down on the floor or table. To get one point the student must:
 - a) Match the appropriate tool and occupation card.
 - b) State the name of the occupation.
 - c) Tell how the worker uses that particular tool in his work.
8. Each student experiences with tools and wood to construct and paint an item e.g. chair, table, bench, bookcase, etc. (this is strictly a creative experience with no skills taught).
8. Wood block sculpture using scrap wood and glue.

Tools:
hammer
saw
ruler
paintbrush
scrap wood

nails
screwdriver
paint
wood

Books:

Let's Build, Crocker
Child's Book of Carpentry,
Taylor
Popeye the Sailor and
Construction Careers,
King Features
Beginning Experiences in
Architecture, Trogler
Worksheet: Our Working
World - S.R.A.

COMMENTS:

As a variation the student leader of each small group may take over "that spot" on the panel and lead the post questioning session. They can call on others from their small group to add more information to the discussion.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Developed By:

Dorothy Evans
Marie Kane
Bernie Griffith

4-H-2

TITLE: UNDERSTANDING SELF AND OTHERS

PROGRAM GOAL:	The student will be aware of individual strengths and weaknesses as related to peer groups.	SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that emotions, values, and personal characteristics influence career decision.	GRADE: Fourth
		EST. TIME INVOLVED: 6 hours (1 1/2 hr. lesson)

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will learn about and express ideas, values and thoughts. I.G. The student will explore his values and how they affect his involvement with self, others, and the environment. I.G. The student will explore his emotions and the role they play in all aspects of his life. B.O. The student will react and discuss "involvement". B.O. The student will role play his feelings in response to frustrating situations. B.O. The student will write and illustrate in his individual booklets.	1. Introduction to the Focus Kit. a) View sound filmstrip- <u>Anything</u>. b) Discuss involvement. c) Use <u>Being Me</u> - pp. 2 & 3. 2. Listen to <u>recording</u> - <u>Double Trouble</u>. a) Discussion. b) Role play situations. c) <u>Being Me</u> pp. 4-6 3. View the sound filmstrip - <u>Fooling the Frap-winged Ding Bat</u>. a) <u>Being Me</u> - pp. 7 & 8 4. Listen to recording <u>Getting Together</u>. a) Ditto: open ended sentences, e.g., The most important thing about me The thing I like best about myself is _____, etc. b) Discuss poem <u>Which Are You</u>. c) <u>Being Me</u> - pp. 9-11	Focus Kit - Stage III - S.R.A. This is a multimedia guidance program for classroom use that contains: Filmstrips Photoboards Story/activity cassettes Teachers Guide Pupil activity books <u>Being Me</u> Counselors' handbook

COMMENTS:	The booklet <u>Being Me</u> is like a diary and a completely personal thing. It allows the student great latitude in responding to his own feelings about himself.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Educational Awareness Mental Health
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PLANS FOR EVALUATION:	Developed By:
4-I-1	Lorna Coulthard Dorothy Evans Marie Kane

TITLE: UNDERSTANDING SELF AND OTHERS

PROGRAM GOAL:

The student is aware of individual strengths and weaknesses as related to peer groups.

COURSE GOAL:

The students will gain understanding of themselves and others in terms of specific feelings.

SCHOOL: Vale Elementary

GRADE: Fourth

EST. TIME INVOLVED: two hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student will explore his emotions and the role they play in all aspects of his life.

I.G. The student is aware of how his behavior is related to values.

I.G. The student is aware that each person is special in some way.

B.O. The student will discuss his reactions to the taped story.

B.O. The student will write about his own feelings in response to situations.

B.O. The student will record physical characteristics, e.g. weight, height, age, etc.

B.O. The student will use a rating chart to assess his personality.

B.O. The student will inventory his favorite things.

LEARNING ACTIVITIES

1. Listen to recording How Would You Feel If . . .

2. Discussion with class.

3. Being Me - pp. 12 & 13

4. Discussion - "People Differ in Many Ways".

5. Fill our personal physical feature chart.

6. Check a rating scale (best me, worst me).

7. List favorites; food, clothing, game or sport, hobby, color, etc.

RESOURCES

COMMENTS:

This format is utilized throughout the year with the Focus Kit. The teachers guide is very complete and lists many varied activities to be used as the teachers see fit.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Lorna Coulthard

Dorothy Evans

Marie Kane

4-I-2

TITLE: THE SELECTIVE CONSUMER

PROGRAM GOAL:	The student will understand the process of production and distribution of goods and services.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that to be a selective consumer requires learned skills and that family values influence individual choice.	GRADE: Fourth
		EST. TIME INVOLVED: 8 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of who is a consumer.	1. View Peanut cartoons and discuss how these characters are being consumers.	Filmstrips: To Buy or Not To Buy Scholastic Dimensions
I.G. The student is aware that buying is an art that draws on many critical skills including good judgement, awareness of the market and a grasp of personal values.	2. View transparency showing chart of what U.S. families own. 3. Do worksheet - picture of pioneer family - circle the items that do not belong.	Record: Hurray for Heaps News Explorer
I.G. The student recognizes that advertising is significant in our daily lives at many levels.	4. Discuss who is a consumer.	Periodicals: News Explorer - Focus on Consumerism Forum, 1968
B.O. The student can define a consumer.	5. Bring pictures from home to show the difference between products and services.	
B.O. The student can compare goods to services	6. View filmstrip To Buy or Not To Buy. Discuss personal consumer experience.	
B.O. The student can discuss and list his own consumer experiences.	7. Class discussion of role of values in consumer choice.	
B.O. The student can identify factors that influence final decisions.	8. Name factors that can also influence a consumer directly or indirectly in making final decisions.	Handout - 10 ad techniques
B.O. The student can write an original ad.		
B.O. The student can act out a commercial ad.		

COMMENTS:	CAREER EDUCATION CLUSTER: Consumer & Homemaking Occup. ELEMENT OF CAREER EDUCATION: Economic Awareness SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Art, Math
PLANS FOR EVALUATION:	Developed By: _____

Lorna Coulthard
Dorothy Evans
Marie Kane

No formal evaluation - teacher observation and discussions

4-J-1

TITLE: THE SELECTIVE CONSUMER

PROGRAM GOAL:		SCHOOL: Vale Elementary	
COURSE GOAL:		GRADE: Fourth	
Continued from page 4-J-1		EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
	10. Students write ads of their own and role play them. 11. Students bring in ads from magazines to share.		
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:		Developed By:	
4-J-2		Lorna Coulthard Dorothy Evans Marie Kane	

TITLE: ECOLOGY -- MAN AND HIS ENVIRONMENT

PROGRAM GOAL:	The student realizes the need for goals to improve and maintain the quality of life.	SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that the misuse of the environment affects many occupations, and indirectly or directly the family unit regarding economics, comfort and leisure time activities.	GRADE: Fourth
		EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of his individual role in improving and maintaining the environment.	1. View sound filmstrip <u>Setting the Stage</u> . 2. Students present radio play from <u>News Explorer</u> . 3. Teacher directed discussion on energy crisis.	Filmstrips: <u>Setting the Stage</u> <u>Dimensions Scholastic</u> <u>Total Environment Kit</u> <u>Stech - Vaughn</u> <u>The ABC'S of the Total Environment - Stech-Vaughn Co.</u>
B.O. The student can differentiate between good and poor environmental practices.	4. Students bring articles from paper for class reading and sharing	Booklets and Pamphlets: <u>Ecology: Nature and Need</u> <u>Weekly Reader</u>
B.O. The student will conclude that all life is interrelated.	5. Make class list for all students to take home of ideas for energy conservation.	<u>News Explorer - Oct. 4, 1973</u> <u>Scholastic</u>
B.O. The student will list ideas for energy conservation.	6. Put all articles in ecology booklet.	Poster: <u>Earth Cycles</u>
B.O. The student will demonstrate his knowledge of the word "environment" by writing a definition and drawing a picture of an environment.	7. Make a bulletin board of clipped articles.	Newspapers, magazines, etc.
B.O. The student will identify and compare several different environments; their sizes and how they can be measured.	8. Discuss what an environment is (lesson 1 and 2 in booklet). 9. Students write own idea of what an environment is.	

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Nat. Resources & Environ. Decision Making Science, Lang. Arts., Art, Social Studies, Reading.
PLANS FOR EVALUATION:		Lorna Coulthard Dorothy Evans Marie Kane

TITLE: ECOLOGY -- MAN AND HIS ENVIRONMENT

PROGRAM GOAL:

COURSE GOAL:

Continued from page 4-K-1

SCHOOL:

GRADE: Vale Elementary

EST. TIME: Four

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

10. Students write about an imaginary environment and describe what the environment would be like.
11. Draw a picture of an ideal environment.
12. Do pages 1, 2, 3 from students book, about an ideal environment.
13. Discuss concept "Smaller environments exist within the total environment".
14. Show picture cards.
15. Ideas from student book pages 4-9.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Lorna Coulthard
Dorothy Evans
Marie Kane

4-K-2

TITLE: ECOLOGY -- MAN AND HIS ENVIRONMENT

PROGRAM GOAL:	The student understands the use of the main inventions in history and their effect on life style and the environment.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware that the 8 main inventions affect many occupations, the family unit regarding economics, comfort and leisure time and the total environment.	GRADE:	Fourth
		EST. TIME INVOLVED:	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes the relationship between inventions, life style, and the environment.	1. Show transparencies of the 8 inventions and their effect on the environment, and have class discussion.	Resource Persons: Horticulturist National Forest representative
I.G. The student is aware that specific occupations exist to help conserve natural resources and control the environment.	2. Class discussion of assuming responsibility for the effects of these inventions.	Fish hatchery representative Orchardist Professional forester
B.O. The student can identify the 8 main inventions* and how they effect the environment today.	3. Guest speaker - conservation of wildlife and forests. 4. View slides of forest fire. 5. Discuss training and job of professional forester.	Florist Nursery owner Helicopter pilot Warehouse manager (fruit)
B.O. The student can identify the tasks performed by specific professionals in the field of natural resources and environmental control.	6. Field trip to national forest: a) Determine age of trees with increment borer. b) Determine height of trees. c) Identify different species of trees. d) Make nature pictures with bark, charcoal, berries, leaves, grasses, etc.	Field Trips: National forest Fish hatchery

COMMENTS:	*Wheel, paper, steam engine, plastic, light blub, automobile, rocket, computers.	CAREER EDUCATION CLUSTER:	Nat. Res. & Environmental
		ELEMENT OF CAREER EDUCATION:	Skill Awareness
		SUBJECT AREA CORRELATION:	Science, Art, Math, Lang. Arts

PLANS FOR EVALUATION:

Developed By:

Lorna Coulthard
Dorothy Evans
Marie Kane

4-K-3

TITLE: ECOLOGY -- MAN AND HIS ENVIRONMENT

PROGRAM GOAL:	SCHOOL: Vale Elementary		
COURSE GOAL:	GRADE: Fourth EST. TIME INVOLVED:		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	Continued from page 4-K-3 6. Field trip to national forest: - Cont'd e) Nature hike. f) Collect natural things, cones, bark, etc. g) Make a picture using puzzle bark from Ponderosa pine. h) Write thank you letters. 7. Read and do page 28 in Ecology booklet. 8. Listen and question panel members on their occupations that deal with ecology. 9. Small group involvement with panel member of students' choice. 10. View film on forest fire. 11. Field trip to fish hatchery. Booklet: <u>Ecology, Nature and Needs</u> <u>Weekly Reader</u>
COMMENTS: The format for resource people in this cluster is the same as used in previous units.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Developed By:	
		Lorna Coulthard Dorothy Evans Marie Kane	
PLANS FOR EVALUATION:			

4-K-4

TITLE: A FOURTH GRADE STUDENT-ORIENTED CAREER FAIR

PROGRAM GOAL: The student will participate in active groups in order to develop individual and group goals.

COURSE GOAL: The student recognizes that the functioning of a society or business is related to, and dependent upon, the contributions of all the workers.

SCHOOL: Vale Elementary

GRADE: Fourth

EST. TIME INVOLVED: 2 weeks in cooperation with the corporation.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student, by participating in a career fair, is aware that all members of the group must contribute to the best of their capabilities to have a successful project.
- B.O. The student will participate in designing, decorating, furnishing and arranging a display booth at the career fair.
- B.O. The student will be in charge of a fair booth to demonstrate skills and knowledge gained.
- B.O. The student will participate in other activities during the fair e.g. passing out programs, selling a product, greeting guests, etc.

LEARNING ACTIVITIES

1. Set up committees for the career fair; a committee will represent each cluster of occupations studied during the school year.
2. Block print covers for individual scrapbooks.
3. Block print program and invitation covers.
4. Make arrangements to borrow equipment for displays in booths.
5. Decorate fair booths, make posters and label equipment.
6. Purchase napkins, juice, coffee and cookie ingredients.
7. Bake cookies (3 kinds) in school kitchen.
8. Display projects, made in construction cluster.
9. Take turns working one shift at fair.
10. Class discussion: Feelings about, and reactions to, career ed. units and fair.

RESOURCES

Fair Booth Equipment:
Equipment loaned by career education resource persons.
Student made items (charts, signs, posters, etc.).

Products:
Corporation product
Cookies
Punch

Wood sculpture art.

Constructed wood items.

Cash register
Mounted pictures of activities
Guest book
Scrapbooks

COMMENTS:

All activities in preparation for the fair take place at the same time by having each student on one or more committees, e.g. while some are baking others are making covers for invitations, etc. Each student gets to do all things.

CAREER EDUCATION CLUSTER:

ELEMENT OF CAREER EDUCATION: All
SUBJECT AREA CORRELATION: All

All

Employability Skills
All

PLANS FOR EVALUATION:

The fair.

Developed By:

Dorothy Evans
Bernie Griffith
Marie Kane

4-L-1

204

TITLE: A FOURTH GRADE STUDENT-ORIENTED CAREER FAIR

PROGRAM GOAL:	The student will understand the process of production and distribution of goods and services.		SCHOOL: Vale Elementary
COURSE GOAL:	The student recognizes that the performance of work is facilitated by: preparation for the work, ability to work with others, employability traits, organizational pattern, and division of labor.		GRADE: Fourth
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EST. TIME INVOLVED: 2 weeks in cooperation with fair.
I.G. The student is aware of the many aspects of forming and operating a corporation.	1. Form a corporation - list committees, name the corporation, borrow money from bank to finance product, purchase materials.	Ingredients for cookies	
I.G. The student is aware that individuals have different capabilities, abilities and interests.	2. Gather materials for product.	Items for product.	
I.G. The student is aware that individuals have different capabilities, abilities and interests.	3. Order materials for product.		
B.O. The student will participate in designing, producing, financing, advertising and selling a product.	4. Make product (all students take turns).		
B.O. The student will be an active member in a simplified form of a corporation.	5. Hold committee meetings and make class reports on committee business.		
	6. Design and purchase an ad for local newspaper.		
	7. Send ad to radio stations.		
	8. Design and display posters to advertise fair and products.		
	9. Sell products and refreshments at fair.		
	10. Count money.		
	11. Pay bills and bank note in full.		
	12. Figure profits and pay each student equal amount.		
COMMENTS:	Any product can be made that is feasible, e.g. career education cluster, element of career education, subject area correlation.	Manufacturing Marketing & Distribution Economic Awareness Math, Art, Language Arts, Social Studies.	
PLANS FOR EVALUATION:		Developed By:	
		Dorothy Evans Bernie Griffith Marie Kane	

4-L-2

205

CASHMERE, PESHASTIN-DRYDEN

CAREER EDUCATION PROJECT

GRADE FIVE: UNIT TITLES

1. Law Appreciation 5-A-1
Kathy Lautensleger, Scott Green, Dave Rogers
2. Why Rules Are Necessary. 5-B-1
Kathy Lautensleger, Scott Green, Dave Rogers
3. Play Store 5-C-1
Kathy Lautensleger, Scott Green, Dave Rogers
4. Candy Sale 5-D-1
Kathy Lautensleger, Scott Green, Dave Rogers
5. Cooperation Among Workers. 5-E-1
Kathy Lautensleger, Scott Green, Dave Rogers
6. Good Grooming and the Job. 5-F-1
Kathy Lautensleger, Scott Green, Dave Rogers
7. Manufacturing Process 5-G-1
Kathy Lautensleger, Scott Green, Dave Rogers
8. The Assembly Line 5-H-1
Kathy Lautensleger, Scott Green, Dave Rogers
9. Careers Based On Interests and/or Abilities. 5-I-1
Kathy Lautensleger, Scott Green, Dave Rogers
10. Washington State 5-J-1
Kathy Lautensleger, Scott Green, Dave Rogers
11. Jobs of the 80'S 5-K-1
Jerry Houser, Lyle Kauffman
12. Stage Play Production 5-L-1
Jerry Houser, Lyle Kauffman
13. Opportunities in Health Services 5-M-1
Jerry Houser, Lyle Kauffman
14. Water, the Fountain of Life 5-N-1
Jerry Houser, Lyle Kauffman
15. The Salmon Industry. 5-O-1
Jerry Houser, Lyle Kauffman
16. Agencies of Employment and Employee Needs 5-P-1
Jerry Houser, Lyle Kauffman

TITLE: LAW APPRECIATION

PROGRAM GOAL:	The student will understand the relationships between the role of the individual, his environment, and the roles of selected adults.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine the concepts of work and work roles and the multiple occupational possibilities.	GRADE: Fifth
		EST. TIME INVOLVED: 20 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many kinds of work in the area of public service. I.G. The student will gain an understanding of the operation of a law enforcement agency and the many and varied occupations involved in making the agency run smoothly and efficiently. I.G. The student is aware that an individual has certain rights and responsibilities in regards to himself, his community, his job and his environment. I.G. The student will develop a more positive attitude toward law enforcement officers. B.O. The student will list the different occupations connected with law and government.	1. Pretest - Essay. 2. Resource speakers - City and county law officers on concept "We Have a Job To Do" 3. Law appreciation charts and slides. 4. Discuss TV portrayal of policemen and attorneys. 5. Resource speakers - City and county law officers on concept "All Games Have Rules." 6. Chelan county police department - Demonstrating the uses and functions of police dogs. 7. Show filmstrips and films and discuss. 8. Comic book - <u>Popeye and Public Service Careers.</u> 9. Resource speaker - lawyer.	Law appreciation charts and slides. Team teaching packet. Filmstrips: <u>How Our Cities Enforce the Laws</u> <u>How Our Laws Are Made</u> <u>How We Govern Our Cities</u> Films: Cities and Government <u>Governing Local Communities</u> <u>Protecting Lives and Property</u> <u>Right or Wrong-Making Moral Decisions</u> <u>Every Hour.. Every Day</u> <u>What is a Policeman?</u> <u>Law: A System of Order</u> <u>It's Your Move</u>

COMMENTS:	CAREER EDUCATION CLUSTER: Public Services
	ELEMENT OF CAREER EDUCATION: Educational Awareness
	SUBJECT AREA CORRELATION: Social Studies, Lang. Arts, Science

PLANS FOR EVALUATION:	Developed By:
Pretest Essay: "My Feelings Toward Policemen and What They Do". Post-Test Essay: "How My Feelings Have Changed Toward Policemen and What They Do". Teacher-made test concerning behavioral objectives 1, 2, and 3. Continuous charting of scores on Law Appreciation Charts.	Kathy Lautensleger Dave Rogers Scott Green

TITLE: LAW APPRECIATION - Cont'd

PROGRAM GOAL:

COURSE GOAL:

Continued from page 5-A-1

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student will list qualifications for police officers and lawyers. B.O. The student will identify who makes the laws. B.O. The student will indicate positive knowledge of his rights and responsibilities to his community, jobs and environment by receiving 10 or more points on each law appreciation chart. B.O. The student will indicate his change in attitude toward law enforcement officers through the use of the pre and post tests.	10. Field Trip: Wenatchee police station Juvenile center Justice court 11. Role playing - mock trial 12. Resource Speaker - F.B.I. agent 13. Resource Speakers - city, county, state law officers - job requirements, training, and duties. 14. Draw pictures - "A Policeman Is..." 15. Post-Test essay 16. Final test	Films - Cont'd Take Another Look Sheriff Resource Speakers: City policeman County deputy sheriff State patrolman F.B.I. agent Judge Lawyer Books: Popeye and Public Service Careers - King Features Town Meeting Means Me - Turner Police - Colby What Does A Policeman Do? - Johnston
	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	

COMMENTS:

PLANS FOR EVALUATION:

Developed By:

Kathy Lautensieger
Dave Rogers
Scott Green

5-A-2

TITLE: LAW APPRECIATION - Cont'd

PROGRAM GOAL:

SCHOOL: Vale-Elementary

Continued from page 5-A-2

GRADE: Fifth

COURSE GOAL:

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

Books - Cont'd

f.B.I. - Colby

Secret Service - Colby

Let's Go To Court - McCarthy

Let's Go To City Hall -

Wolfe

Let's Go To See Congress

at work - Polking

Let's Go To the F.B.I. -

Rosenfield

Let's Go To a Police Station

Sootin

Night People - Colby

First Book of Courts of

Law - Eichner

First Book of Local

Government - Eichner

First Book of Politics -

Markun

COMMENTS:

CAREER EDUCATION CLUSTER:

ELEMENT OF CAREER EDUCATION:

SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Kathy Lautensleger

Scott Green

Dave Rogers

5-A-3

TITLE: LAW APPRECIATION - Cont'd

PROGRAM GOAL:

COURSE GOAL:

Continued from page 5-A-3

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

Books - Cont'd
Allan Pinkerton: Young
Pinkerton: - Borlund

Pamphlet - 99 Facts About
the F.B.I. - Questions
and Answers.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Kathy Lautensleger
Scott Green
Dave Rogers

5-A-4

TITLE: WHY RULES ARE NECESSARY

PROGRAM GOAL: The student will understand how to relate the school environment to society at large and the need for structure and order.

COURSE GOAL: The student will develop attitudes, knowledge, and skills needed for effective employment and for being an effective citizen.

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student is aware that rules are necessary in the home, school, community, and nation.

E.O. The student will identify who makes the laws.

B.O. The student will analyze why rules are necessary.

LEARNING ACTIVITIES

1. On-going classroom discussions about classroom building, and playground rules and why they are necessary.

2. Role-playing -- Act out problems involving home and school rules and their solutions.

3. Write down a family rule. Tell why you think the rule is good or bad. Tell how the rule could be made better.

RESOURCES

Public Services
Employability Skills
Social Studies, Mental Health

Kathy Lautensleger
Dave Rogers
Scott Green

CAREER EDUCATION MONITOR:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Developed by:

5-B-1

TITLE: PLAY STORE

PROGRAM GOAL:

The student will understand how to relate the school environment to society at large and the need for structure and order.

COURSE GOAL:

The student will develop attitudes, knowledge and skills needed for effective employment and for being an effective citizen.

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAV. GOAL OBJECTIVES

- I.G. The student is aware that preparation for a career begins in the school.
- I.G. The student is aware that knowledge of math skills is needed in many areas.
- I.G. The student is aware that performance of work is facilitated by preparation for the work, level of knowledge and skill development.

- B.O. The student will add and subtract problems involving money.
- B.O. The student will identify reasons for knowing math skills.
- B.O. The student will list math skills needed to run a store.
- B.O. The students will be able to give the correct change for a purchase made.

LEARNING ACTIVITIES

1. Gather items for the store.
2. Operate adding machine.
3. Operate cash register.
4. Role playing - buying and making change.

Game - "I Bought"

This game deals with the addition of several numbers without the use of paper and pencil. One pupil starts the game by saying, "I bought an ice cream cone for 5¢. The next pupil repeats this and adds, "I bought a pencil for 3¢ and a pack of chewing gum for 5¢. They cost 13¢." This continues until a pupil gives an incorrect response. The next player starts another series. They love to see how long they can "stretch" a series, and how clever the objects can be.

RESOURCES

Adding machine
Cash register
Items for store

CAREER EDUCATION CLUSTER: Not Applicable
ELEMENT OF CAREER EDUCATION: Employability Skills
SUBJECT AREA CORRELATION: Math

PLANS FOR EVALUATION

Developed by:

Kathy Lautensleger
Scott Green
Dave Rogers

5-C-1

TITLE: CANDY SALE

PROGRAM GOAL:	The student will understand the process of production and distribution of goods and services.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine the concepts of work and work roles and the multiple occupational possibilities.	GRADE: Fifth
		EST. TIME INVOLVED: 13 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many kinds of work in the area of marketing and distribution.	1. Inventory of parents' occupations to see which fit into Marketing and Distribution Cluster. Interview such parents.	Sound Filmstrips: Posters Lettering
I.G. The student is aware that the performance of work results in products and/or services.	2. Form committees to conduct candy sale advertising, pricing, displaying, packaging, selling, buying, traffic control. Discussion in the forming of the committee cooperation, working with others, why each committee is necessary, occupations related to each committee. Each committee decided what their duties would be for a successful sale.	Tapes: Adding Dollars and Cents Subtracting Dollars and Cents Making Change
B.O. The student will choose, from a list of 20 occupations related to the area of marketing and distribution, 10 occupations and define their work roles and training needed.	3. Sound Filmstrip - Posters. Show and discuss.	Resource Speakers: Distributive Ed. Instructor Manager candy manufacturing co.
B.O. The student will incorporate at least 3 of the 7 "Hints for Good Posters" in his poster advertising the candy sale.	4. Develop skits (mock TV or radio commercials) to present to other classes.	Books: Your Future In Salesmanship and Sales Management, - Goodrich First Book of Advertising, - Pomplian
B.O. The student, given \$5.00 in change and currency, will make change for any purchase less than \$5.00.		

COMMENTS:	CAREER EDUCATION CLUSTER: Marketing & Distribution ELEMENT OF CAREER EDUCATION: Economic Awareness SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:	Social Studies, Lang. Arts Developmental Art
Will make a list of its good points and areas for improvement. Written reaction to the unit. Written definition of 10 occupations in area of marketing and distribution, including work and training needed.	Dave Rogers Kathy Lautensleger Scott Green

TITLE: CANDY SALE

PROGRAM GOAL:

COURSE GOAL:

Continued from page 5-D-1

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

5. Independent study - cassette tapes.
6. Resource speaker - candy co. concepts of marketing, distributing, advertising, pricing, wholesale, retail.
7. Field trips - Each committee visits a different place that fits in with their area: Advertising - newspaper office
Buying - grocery store
Pricing - retail drug store
Displaying - supermarket
Traffic Control - supermarket
Packaging - candy co.
Selling - retail store
8. Independent study - cassette tape.
9. Practice making change.
10. Practice using cash register.
11. Resource speaker - D. E. Instructor on 5 steps of a sale.
12. Role playing - making sales.

Books - Cont'd
Popeye and Marketing and Distribution, King Features

Coins and play money

Cash register

Display cases

COMMENTS: We kept the suggested field trips in town so that the trips could be made, with the help of parents, either by car or by walking.

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

5-D-2

TITLE: CANDY SALE

PROGRAM GOAL:

COURSE GOAL:

Continued from 5-D-2

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

13. Committees plan for and set up for candy sale
14. Conduct candy sale during two noon hours for the rest of the school.
15. Count money, figure expenses and profit.
16. Independent study - Comic Book - Popeye and Marketing and Distribution Careers.
17. Evaluation activities.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

5-D-3

TITLE: COOPERATION AMONG WORKERS

PROGRAM GOAL: The student will be aware of the individual's rights and responsibilities as a worker.

COURSE GOAL: The student will develop attitudes, knowledge, and skills needed for effective employment.

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED: 7 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that cooperation among workers is important. I.G. The student is aware that functioning of a society or business is related to and dependent upon contribution of all workers. I.G. The student is aware that performance of work is facilitated by the ability to work with others. I.G. The student is aware that one of the rewards of work is experiencing the pride of accomplishment and feelings of success. B.O. The student will discover the need for cooperation among workers as evidenced by conducting a successful candy sale.	1. See Candy Sale Unit 2. See Christmas Gift Assembly-Line Unit. 3. See Washington Unit.	

Agri-Business & Nat. Resources
Marine Science, Market. & Dist.

CAREER EDUCATION CLUSTER: Environmental, Manufacturing
ELEMENT OF CAREER EDUCATION: Self Awareness
SUBJECT AREA CORRELATION: Social Studies

COMMENTS:

PLANS FOR EVALUATION:

Developed By:

Kathy Lautensleger
Dave Rogers
Scott Green

5-E-1

TITLE: COOPERATION AMONG WORKERS

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: Fifth

Continued from page 5-E-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

- B.O. The student will be able to list reason why each committee on the candy sale is necessary for the successful completion of the candy sale.
- B.O. The student, given an imaginary classmate, will inductively determine what qualities are needed to work with others.
- B.O. The student will discover the need for cooperation among workers by successfully assembling yardstick holders.
- B.O. The student, by working on an assembly line, will be able to recognize the value of all contributing workers.
- B.O. The student, given opportunities to complete work well done, will experience the pride of accomplishment and feelings of success.

COMMENTS:

Will be stressed through out the year in reference to school work.

CAREER EDUCATION CLUSTER:

ELEMENT OF CAREER EDUCATION:

SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

211

5-E-2

Kathy Lautensleger

Dave Rogers

Scott Green

PROGRAM GOAL: TITLE: GOOD GROOMING AND THE JOB The student will understand how to relate the school environment to society at large and the need for structure and order. The student will develop attitudes, knowledge, and skills needed for effective employment and for being an effective citizen.	SCHOOL: Vale Elementary GRADE: EST. TIME INVOLVED:
UNIT/ANNUAL GOALS & OBJECTIVES I.G. The student is aware that preparation for a career begins in the school. I.G. The performance of work is facilitated by preparation for the work, employability "traits," level of knowledge and skill development. B.O. The student will examine the process of getting and keeping a job. B.O. The student will consider the good grooming qualities needed for successful interviewing and employment.	LEARNING ACTIVITIES 1. Resource Speakers: Superintendent of school district County health educator 2. Role Playing - Interviewing for a job. 3. Discussion of qualities necessary for a successful interview.
Resource Speakers: Any employer who does considerable interviewing. S.R.A. Booklet 5-493 <u>How To Get The Job</u>	Resource speakers stress attitude and good grooming. All Clusters Employability Skills Health Kathy Lautensleger Dave Rogers Scott Green

TITLE: MANUFACTURING PROCESS

PROGRAM GOAL:	The student will participate in and understand the processes of mass production and use of several measurement tools.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will examine the concepts of work and work roles and the multiple occupational possibilities.	GRADE: Fifth
		EST. TIME INVOLVED: 8-10 hrs.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that there are many kinds of work in the area of manufacturing. I.G. The student is aware that measurement is an important part of mass production I.G. The student will understand the process of mass production. B.O. The student, after reading reference material, will identify different work roles in the area of manufacturing. B.O. The student, using a square and/or a T-square, will square the burlap yardage. B.O. The student using the yardstick, will successfully measure the lengths of burlap for the holder.	1. Read comic book. 2. Inventory parents' occupations to see which work in the area of manufacturing and interview such people. 3. One person construct a yardstick holder completely on his own while another holder is constructed on assembly line. Compare the differences, particularly in time. 4. Explain yardstick holders and assign jobs: - Burlap measurers - Burlap cutters - Pattern makers	Books: Let's Go To An Automobile Factory, Butler Let's Go To a Clothing Factory, Lazarus Material and equipment for yardstick holders. Resource Person: High school home ec teacher Yardsticks - donated by lumber companies.

COMMENTS:	CAREER EDUCATION CLUSTER: Manufacturing
	ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.
	SUBJECT AREA CORRELATION: Math, Career Awareness

PLANS FOR EVALUATION:	Developed By:
	~~Kathy Lautensleger~~ Scott Green Dave Rogers

TITLE: MANUFACTURING PROCESS

PROGRAM GOAL:

COURSE GOAL:

Continued from page 5-G-1

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student, using a meter stick, will mark a pattern for decoration placement. B.O. The student, given a specific product, will identify the different parts of mass production needed to produce the product. B.O. The student will compare the difference in time needed for one individual to make a yardstick holder as compared to the time needed for the assembly line process.	Assembly line cont'd Pattern tracers Felt cutters Sewing machine operators Thread tiers Quality control workers Decoration gluers Stackers Fringers Ring attachers String cutters 5. Assemble yardstick holders. (sewing machine operators went to the high school two different periods and sewed the holders using the home ec. sewing machines.)	Cafe curtain ring fringe stitching burlap (folded 3"x6') felt decoration - (tree, apple, pear, or flower)

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

5-G-2

TITLE: THE ASSEMBLY LINE

PROGRAM GOAL:

The student will analyze working roles as to advantages and disadvantages.

COURSE GOAL:

The student will examine the concepts of work and work roles and the multiple occupational possibilities.

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student will discover the advantages and disadvantages of working on an assembly line.

I.G. The student will analyze occupations in Washington as to advantages and disadvantages.

B.O. The student will compare the advantages and disadvantages of working on an assembly line after viewing one individual making a complete yardstick holder and an assembly line making a complete yardstick holder.

B.O. The student will, through the use of films, field trips, and reference material, discuss the advantages and disadvantages of specific occupations in Washington.

LEARNING ACTIVITIES

1. See Christmas Gift Assembly Line Unit

2. See Washington Unit.

RESOURCES

See Assembly Line Unit

See Washington Unit

COMMENTS:

Manufacturing
Marine Science, Environmental
Agri-Business & Nat. Resource
Appreciations & Attitudes
Social Studies

CAREER EDUCATION ELEMENTS:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed by:

TITLE: CAREERS BASED ON INTERESTS AND/OR ABILITIES

PROGRAM GOAL:	The student will understand the impact of interests and abilities on career and leisure-time choices.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes, and interests. The student will examine the concepts of work and work roles and the multiple occupational opportunities.	GRADE: Fifth
		EST. TIME INVOLVED: 8-10 hrs.

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that satisfaction with one's occupation is facilitated by the selection of an occupation which is consistent with one's personal aptitudes, attitudes, and interests. I.G. The student is aware that individuals vary in their interests and abilities. These in turn can be associated with specific jobs. I.G. The student is aware that interests and abilities are related to occupational choice and to degree of satisfaction. I.G. The student is aware that career selection may be based on a hobby.	1. Introduction: Slide - tape program - "What Do You Like to Do?" 2. Filmstrip - "What Do You Like to Do?" 3. Use a silhouette of a human figure along with three captions. (Interests Abilities - Possible Occupations). Develop a hypothetical person making up interests and abilities. Then make a list of occupations the individual could do well because of his interest and abilities. 4. Make a list of things of a physical nature which you can do well (running, jumping, throwing, etc.) Make a second list of possible occupations for which these skills would be necessary.	Filmstrip: What Do You Like To Do? - SVE Slide - Tape Program: What Do You Like To Do? Bernie Griffith - teacher-made Displays of students' hobbies. Resource Speakers: - crafts - scuba diving - skiing - forest ranger - horse breeder - music - veterinarian - art - ceramics - photography - florist - seamstress - cake decorating

COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies, Career Education
PLANS FOR EVALUATION:	Teacher observation and reading of written work. Developed By: Kathy Lautensleger ~~Dave Rogers~~ Scott Green

TITLE: CAREERS BASED ON INTERESTS AND/OR ABILITIES

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

Continued from page 5-I-1

COURSE GOAL:

INSTRUCTIONAL GOALS & BEHAVIOR OBSERVATION	LEARNING ACTIVITIES	RESOURCES
B.O. The student, given a set of interests and abilities, will identify at least three appropriate careers. B.O. The student gives a hobby show & will be able to explain his hobby to the class and give at least 5 related occupations. B.O. The student, given a list of abilities, will be able to indicate which ones he feels he has developed to a greater extent than others and those which he hopes to develop to a greater degree in the future. B.O. The student, after assessing his own interests and abilities, will choose a career cluster which fits these interests and abilities.	5. Inventory hobbies of students and parents and interview parents about their hobbies. Share and discuss interviews. 6. Discuss hobbies that may lead to a career such as photography, models, hunting, fishing, sewing, cooking, etc. Discuss what careers they can lead to. 7. Discuss and display own hobbies and interests with possible occupations. 8. Resource Speakers: Special interests or hobbies which led to careers. a) How he got interested in hobby b) How hobby relates to career c) Other possible jobs related to hobby or chosen field d) Interests and/or abilities that helped decision of career choice.	S.R.A. Booklets - 5-153 You and Your Abilities, Byrne, John and Katherine 5-497 Discovering Your Real Interests, Paulsen 5-916 Exploring Children's Interests, Kuder and Paulsen. 5-1084 Your Abilities, Bailard 5-494 School Subjects & Jobs, Brochard S.R.A. - Job Family Series 5-965 Jobs in Art 5-951 Jobs in Math 5-603 Jobs in Mechanical Work 5-604 Jobs in Outdoor Work 5-957 Jobs in Performing Arts 5-615 Jobs in Science

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

5-I-2

TITLE: CAREERS BASED ON INTERESTS AND/OR ABILITIES

PROGRAM GOAL:

COURSE GOAL:

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED:

Continued from page 5-I-2

INSTRUCTIONAL GOALS /
LEARNING OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

B.O. The student will analyze and compare his choice of a career cluster with how it fits his interests and abilities.

Resource Speakers - Cont'd
e) Degree of satisfaction of occupational choice.
f) training necessary
g) Job activities

9. Set up resource people at six or more stations. Students choose two areas to visit. Have two thirty minute rotations. Resource people would be talking and demonstrating materials and equipment to two different groups. Then some time for students to browse at each station and ask questions.

COMMENTS: INTERESTS - outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical, sports, cooking, sewing, children, etc. ABILITIES: verbal, comprehension, reasoning, number, space, mechanical, clerical

Comments - Cont'd speed and accuracy, physical skills, manual dexterity, creative, artistic, writing, musical, dramatic, persuasive, etc.

Developed by:

Scott Green
Kathy Lautensleger
Dave Rogers

5-I-3

TITLE: WASHINGTON STATE

PROGRAM GOAL: The student will understand the relationships between the role of the individual, his environment, and roles of selected adults.

COURSE GOAL: The student will examine the concepts of work and work roles and the multiple occupational possibilities.

SCHOOL: Vale Elementary

GRADE: Fifth

EST. TIME INVOLVED: 4 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that there are many kinds of work in the state of Washington. I.G. The student is aware that the type and amount of job opportunities is related to available resources. I.G. The student is aware that industry may change because of resources. I.G. The student is aware that industry depends on resources. I.G. The student is aware that jobs are interdependent. B.O. The student will identify similar and contrasting jobs. B.O. The student will develop and compile a map-picture scrapbook, concentrating on resources and jobs available in Washington.	1. Teacher-made pre-test and post-test. 2. Show and discuss films, filmstrips and slides. Concentrate on job opportunities. 3. Map and picture scrapbook - "Careers in Washington" Maps to be included - political, physical, resources, industries, agriculture, and recreation and tourism. 4. Field trip - Seattle - waterfront, museum of History and Industry, Ballard Locks, and ferry ride.	Team teaching packet Books, films and filmstrips listed on page 5-J-4

Environmental, Agri.-Bus. & Nat. Res., Manuf., Marine Sc. Educational Awareness Social Studies

COMMENTS:

PLANS FOR EVALUATION:

Post test

Developed By:

Kathy Lautensleger
Dave Rogers
Scott Green

5-J-1

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TITLE: WASHINGTON STATE

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: Fifth

Continued from page 5-J-1

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student, given a list of industries, will indicate each area in which one would be likely to find a job in Washington. B.O. The student, given a list of agricultural industries, will indicate each area in which one would be likely to find a job in Washington. B.O. The student, given a list of resources, will indicate each one that is an important resource of Washington. B.O. The student, given a list of jobs related to natural resources, will indicate which ones are important to Washington. B.O. The student, given a list of recreational opportunities and points of interest, will indicate which ones are available in Washington.	5. Students send letter interviews Write for pamphlets and materials Any Chamber of Commerce Washington State Ferries Ferry Terminal - Pier 52 Seattle, Washington Dept. of Commerce and Economic Development Travel Development Division General Administration Building Olympia, Washington 98501 State Parks & Recreation Comm. P.O. Box 1128 Olympia, Washington 98501	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

226

5-J-2

Kathy Lautensleger
Dave Rogers
Scott Green

TITLE: WASHINGTON STATE

SCHOOL: Vale Elementary

PROGRAM GOAL:

GRADE: Fifth

COURSE GOAL:

Continued from page 5-J-2

EST. TIME INVOLVED:

B.O. The student will exhibit an increase in knowledge of the need for and methods of conserving Washington's natural resources as shown by a teacher-made pre-test and post-test.

B.O. The student will show an increase in ability to identify selected political and geographical areas of the state of Washington as shown by a teacher-made pre-test and post-test.

5. Letter interviews - continued

U.S. Forest Service
Any branch office

Washington State Dept. of Game
Any branch office

Port of Seattle
Pier 66
Seattle, Washington

Resource speakers and/or field trips:
Any one connected with the major resources, industries & agricultural industries of Washington, e.g. mining, aluminum processing, dams, orcharding, wheat farming, logging, forest service, etc.

5-J-3

Kathy Lautensleger
Dave Rogers
Scott Green

WASHINGTON STATE UNIT RESOURCE LIST

BOOKS

Adventuring on Puget Sound, Spring
All About Our 50 States, Ronan
Life in America; the West, Morgan
The Pacific States, Cleveland
The Seattle I Saw, Andrews
Washington, Bailey
Washington, Fish
Adventuring on the Columbia, Fish
The Columbia River, Holbrook
States of the Nation; Washington,
 Pellegrini
A Child's Story of Washington,
 Anderson
Mike and Dick on a Washington Apple
Farm, Liffing
A Water Tour of Seattle, Styner
Let's Go to A Paper Mill, Merklings
Aim For a Job in Cattle Ranching,
 Arnold
Smoke Eaters, Colby
Soil Saver, Colby

FILMSTRIPS

Filmstrip Set: Eye Gate
The Northwest States - A Regional Study
The Geographic Background
Lumbering and Fishing
Agriculture
Mining and Grazing
Power and Petroleum
Four Important Cities
Other Important Cities
A Vacation Land

BOOKLETS

Popeye and Environmental Careers
Popeye and Manufacturing Careers
Popeye and Agri-Business Careers
Popeye and Marine Science Careers
 King Features
Jobs in Agriculture 5-964, S.R.A.

FILMS:

Learning to Study Your State
Seaport
The Pacific West
Lumberman
Cattle: A Rancher's Story
Ships Need a Harbor
Washington State Appleland
Mount Rainier
Chelan County, U.S.A.
Wildfire
Our Amber Fields of Grain
Saga In Sugar
Wonderful World of Salmon
Harmony of Nature and Man
Bing Crosby's Washington State
Washington Waterways to Fun
Surprising State - Washington
Wind Call in the San Juans
Seattle -- U.S.A.
Washington, The Evergreen State
Washington's Wildlife Wealth
Wheat Farmer
Conserving our Forests
Pacific Northwest - Putting
Water to Work
Living Wilderness
Conserving our Wildlife Today
Milk
Washington and Its Natural
Resources
Columbia, The Great River of
the West
Dairy Farmer
Let's Visit a Tree Farm
Treasures of the Forest
The Columbia River

OTHER:

Washington maps with study guides
 Pamphlets and materials from
 agencies listed under activities.
 Yearly Progress Edition Wenatchee
 Daily World
 Other newspapers

TITLE: JOB'S OF THE 80'S

PROGRAM GOAL: The student understands the relationship between occupations and their growth and development.

COURSE GOAL: The student is aware that the job market is in constant change.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

Fifth

EST. TIME INVOLVED: 40 hours
school time

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware that the occupational outlook for jobs related to natural resources and environmental control is positive.
- I.G. The student is aware of what other countries are doing to conserve natural resources and control the environment.

- B.O. The student will compile a scrapbook of information on EXPO '74.
- B.O. The student will figure math problems connected with trip to EXPO.
- B.O. The student will write a summary report on the trip to EXPO and share information with class.

LEARNING ACTIVITIES

1. Make scrapbook on EXPO (40-50- pages) about recycling, ecology, environment, or new inventions, industry, medicine. Use newspaper, TV, radio picture, etc.
2. Practical math - figure mileage, cost, gas, depreciation, driver pay, etc.
3. Trip to Expo '74 World Fair.
4. Oral and written reports - jobs of the 80's.
5. Small group discussions on what other countries are doing in conservation and environmental control.
6. Read each other's scrapbook for reading.
7. Written summary of trip put in scrapbook with pictures, postcards, etc.
8. Art teacher discussion of art pavilion.
9. Science-reading experiment related to EXPO.
10. Small group discussion with recorder.

This activity was undertaken because of the availability of EXPO but the goals could be reached utilizing other resource materials and sites.

Scrapbooks and written and oral reports.

RESOURCES

Chamber of Commerce - Spokane, Washington

Director of school transportation

EXPO Information Center

News Media, - newspaper, TV, radio

EXPO Site - Spokane, Washington

News Explorer - Jobs of the Future

Nat. Resources, Environ. Appreciation & Attitudes Math, Social Studies, Reading, Art, Science

Jerry Houser

Lyle Kauffman

5-K-1

TITLE: STAGE PLAY PRODUCTION

PROGRAM GOAL:

The student will understand how to relate the school environment to society at large and the need for structure and order.

COURSE GOAL:

The student is aware of the importance of communication skills in specific occupations.

SCHOOL: Peshastin-Dryden

GRADE: Elementary

EST. TIME INVOLVED: 1 month approx. 20 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student will improve his ability to communicate with other people and to increase his self-reliance.
- I.G. The student is aware of specific occupations in the performing arts.
- B.O. The student will identify various careers related to the stage.
- B.O. The student will be involved in some phase of producing a stage play.

LEARNING ACTIVITIES

1. Students discuss various careers related to the screen and stage.
2. Students compete for performing roles, stage management and musical accompaniment, for the class play.
3. Students present two performances before a live audience that included children and adults.
4. Video tape of the performance shown to students for evaluation of themselves.

RESOURCES

Resource People:

Music Director
Art Director
Speech teacher

Video tape machine

COMMENTS:

Students view and evaluate themselves from the video tape.

CAREER EDUCATION COUNSELING
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Fine Arts & Humanities
Employability Skills
Language Art, Music, Art

Developed by

Jerry Houser

5-L-1

Lyle Kauffman

TITLE: OPPORTUNITIES IN HEALTH SERVICES

PROGRAM GOAL: The student will analyze working roles as to advantages and disadvantages.

COURSE GOAL: The student is aware that work results in products and/or services.

SCHOOL: Peshastin-Dryden
Elementary
GRADE: Fifth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of many of the jobs related to Health Services. B.O. The student will identify, analyze and explore career opportunities in Health Service Occupations. B.O. The student will write a report on each Health Service Occupation explored.	1. Field trip to veterinarian hospital for small animals. 2. Field trip to ambulance company and rescue program facilities. 3. Class visit by psychologist. 4. Class visit by school nurse. 5. Field trip to doctor and dental offices. 6. Field trip to hospital. 7. Students write report after each visit. 8. Students broke into small groups (each group taking one occupation explored). 9. Each group gave report to class.	Resource persons: Veterinarian Paramedics Ambulance Driver County Health Nurse Psychologist Dental Technician X-ray Technician Lab Technician Dieticians and cook for hospital Registered Nurse Candy Strippers Licensed Practical Nurse County Health Inspector Films, filmstrips and reading material available from library

COMMENTS:	CAREER EDUCATION CLUSTER: Health Service Occupations ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes SUBJECT AREA CORRELATION: Health
PLANS FOR EVALUATION:	Developed by: Jerry Houser Lyle Kauffman

5-M-1

TITLE: WATER, THE FOUNTAIN OF LIFE

PROGRAM GOAL:

The student will understand the relationships between the role of the individual, his environment and the roles of selected adults.

COURSE GOAL:

The student is aware of the necessity of water in the environment and of the people whose occupations are related to the study of water and water control.

INSTRUCTIONAL GOALS & MEDIA/LOCAL OBJECTIVES

- I.G. The student will recognize the kinds of work carried out by a forest hydrology laboratory.
- I.G. The student begins to see the relationship between school learning and the world of work.
- B.O. The student will utilize instruments related to the science of water.
- B.O. The student will conduct experiments related to water and soil.

LEARNING ACTIVITIES

1. Field trip to hydrology lab. Demonstration of tools and instruments used.
2. Students view films on water and slides of forest fire; the resulting damage and reforestation methods.
3. Students use barometer, relative humidity gauge, anemometer, raining gauge, etc.
4. Students study types of clouds, causes of tornadoes, hurricanes, rain, hail, snow and sleet.
5. Students experiment with plant growth in various amounts of water.
6. Students write reports on water and the effect on the environment.

COMMENTS: This unit makes a good background for students who will spend a week in outdoor education camp

PLANS FOR EVALUATION:

Evaluation of experiments and written reports

5-N-1

SCHOOL: Peshastin-Dryden
GRADE: Elementary
EST. TIME INVOLVED: Fifth
1 month
(15 hours)

RESOURCES

Field Trip:
U.S.D.A. Forest Hydrology Lab
U.S. Forest Service
Films:
Water Cycle, EBF
Water, Water Everywhere, Coronet
Conserving Our Forest Today, Conserving Our Wildlife Today,
Water, Fountain of Life, Standard Oil
Books:
Water Resources-Old Problems New Approaches, McGraw-Hill
Water Resources - What In The World Is Water?, McGraw-Hill

Environmental & Natural Resources Occupations
Educational Awareness Science

Jerry Houser

Lyle Kauffman

TITLE: THE SALMON INDUSTRY

PROGRAM GOAL: The student will understand the relationships between the role of the individual, his environment and the roles of selected adults.

COURSE GOAL: The student is aware of the problems involved in maintaining a supply of salmon in our west coast waters.

Peshastin-Dryden

SCHOOL: Elementary

GRADE: Fifth

EST. TIME INVOLVED: 10 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

- I.G. The student is aware of the job opportunities in the salmon industry.
- I.G. The student is aware of the economic impact of the salmon industry on the state of Washington.
- B.O. The student will identify the many occupations related to the salmon industry.
- B.O. The student will describe the economic value of the salmon industry.
- B.O. The student will detect the problems involved in maintaining a supply of salmon.

LEARNING ACTIVITIES

- 1. Students listen to resource people related to the salmon industry.
- 2. Students visit Rocky Reach Dam to view fish ladders.
- 3. Students visit Fish Hatchery.
- 4. Students view films.
- 5. Written reports from each student.

RESOURCES

Field Trips:
Rocky Reach Dam
Fish Hatchery

Resource Persons
Superintendent Fish Hatchery
Fish Biologist, State Dept. of Fisheries

Films:

Wonderful World of Salmon
Steelhead Story
Salmon - Catch to Can

Magazines:

Current Science Weekly
Science World Weekly

Environmental & Natural Resources Occupations
Education Awareness
Science

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Student reports

Developed by: Jerry Houser

Lyle Kauffman

TITLE: AGENCIES OF EMPLOYMENT AND EMPLOYEE NEEDS

PROGRAM GOAL:

The student understands how to relate the school environment to society at large and the need for structure and order.

SCHOOL:

Peshastin-Dryden
Elementary

GRADE:

Fifth

COURSE GOAL:

The student is aware of the additional aspects that affect employment.

EST. TIME INVOLVED: 8 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

- I.G. The student is aware of the various federal and state agencies related to employment.
- I.G. The student is aware of the various payroll deductions usually taken out of a paycheck.
- B.O. The student applied for his Social Security Card and birth certificate.
- B.O. The student calculated payroll deductions.

- 1. Visit from Social Security Manager (Benefits, requirements, etc.)
- 2. Students sign up for Social Security card (with parental permission)
- 3. Students send for birth certificates.
- 4. Practical math - figure retirement programs - state, federal and private.
- 5. Employment Security Office team presented program - How To Get Jobs, Unemployment insurance, pamphlets on available jobs, etc.
- 6. Students read pamphlets & discuss jobs.
- 7. Practical math - time sheet with payroll taken out - income tax, social security, insurance, pension, etc. (copy attached)
- 8. Students use microfiche reader for job information.
- 9. Visit from local businessman - what an employer wants in an employee.

Resource persons:
Social Security Office Representative
Employment Security Office Representative
State Industrial Insurance Representative
Farm Labor Representative
Local Businessman

Work Kit - SRA

Microfiche Reader

Ditto's math problems

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

Not applicable
Employability Skills
Math, Social Studies,
Reading

PLANS FOR EVALUATION:

Developed By:

Jerry Houser

Evaluation made on math problems

Lyle Kauffman

5-P-1

DATE		"TIME CARD"			

<u>Name</u>		<u>Position</u>	<u>Hours</u>	<u>Rate</u>	<u>Wages</u>					
Date	M	T	W	T	F	S	S	<u>Social Sec.</u>		Commission
Date	M	T	W	T	F	S	S	<u>Income Tax</u>		<u>Total Earnings</u>
Social Security Number								<u>Labor and Industry</u>		<u>Deductions</u>
Number of Dependents claimed								Health:		Net Earnings
# / Relationship								Savings:		
								Others:		

GUIDANCE

AND

LIBRARY

GUIDANCE ACTIVITIES

Many educators are doing things with students that are guidance oriented. People in communities actively support guidance concepts by participating in various student work programs and by serving as resource people to the schools. Students share new learning experiences with other students. And so in this project, guidance has been viewed as an integral part; a foundation upon which all career education concepts can be built.

A major point of emphasis has been given the idea that the counselor need not be the only person in the school and community who works with guidance activities. There has been an apparent increase in the number of classroom-based, teacher-initiated projects which embody guidance concepts, kindergarten through grade twelve. An attempt has been made to help teachers recognize such activities as being grounded in guidance concepts, whether it be leading primary youngsters in activities centered around an awareness of self and others or helping high school students relate field trip experiences to subject matter and to the world of work. Guidance concepts are also evident in an activity that lets an eighth grade teacher encourage students to visit various occupations on-the-job for the purpose of critiquing that visit and sharing experiences with others in terms of how those jobs relate to various life styles. So, while an increase in such activities has not been a specific project objective, it should certainly be viewed as a significant secondary benefit.

The guidance personnel of the two districts have served a supportive function to the teaching staff. Counselors assisted teachers and students in arranging for on-the-job visits and helped secure resource people for visits to school.

Though not documented, each counselor reports an increase in self-referrals by students interested in discussing careers.

In addition to activities in the curriculum guide which embrace guidance concepts, a number of activities were initiated by the guidance staff.

LETTERS TO PARENTS

It is imperative that educators--including guidance people--be concerned about their public relations responsibilities. Most effective public relations come as positive, continuous and integrated into the totality of specific career education oriented

student activities. Some teachers and administrators have incorporated this idea into the sending of letters to parents concerning areas of study in their children's classrooms, (hopefully related, but not necessarily limited to career education). Such a note serves as a catalyst for discussion at home concerning attitudes toward specific career areas. It's an effective example of how public relations concerning career education can be conveyed to the community. Parents are able to see how students' awareness of careers and their concepts are integrated into subject matter.

FACULTY AS RESOURCE PEOPLE

Taking into account the numbers of people involved in the teaching process in Cashmere and Peshastin-Dryden, there is representation from a number of part and full-time occupations which teachers have or have had in the past including hobbies and leisure time activities.

It was suggested earlier in the year that it might be possible to tap those interests and abilities; to, at times, utilize staff members as resource people in classes other than those in which they are teaching. To date, a questionnaire has been formulated, and is ready to be distributed to all staff members, Fall '74.

GUIDANCE CADRE

A Community Guidance Cadre has been formed. It consists of 110 people in this geographic area who are willing to talk with high school students, on a one-to-one basis, about their jobs --the good points, the bad points, the qualifications and training, possible monetary rewards, attitudes, etc. In actuality, it's a file of names available to the teachers and counselors in each of our high schools; people upon whom they can call for expertise when students are interested in knowing more about particular jobs.

STUDENTS AS RESOURCE PEOPLE

A number of students, particularly at the fifth, eighth, and twelfth grade levels, have been involved in on-sight job research, and have used various methods of reporting back to their classes; posters, oral and written reports and taped interviews. A particular group of seniors chose to take color slides of their visitation experiences. In groups of two or three they then organized their slides, with narration and background music, into a series of six presentations, each covering a different industry. The entire class has had the benefit of seeing each

presentation, but many of the students have also taken their presentations to community groups and to middle and elementary school classrooms. The presentations are now on file in the school library, and available for use by anyone in the district. (See High School Guide, Voc. Ag. A).

IN-SERVICE SESSIONS

Numerous individual contacts with teachers were made throughout the year--contacts on a consultation basis concerning career education activities of students and teachers. Such consultations usually centered around ways in which guidance concepts point toward the development of each child and his basic attitudes about self and others, and the relationship of those attitudes to stages of preparation for the world of work; awareness, exploration and job entry requirements.

In addition to individual contacts, emphasis was placed on group in-service for teachers in the elementary grades. Video tape recorded activities with students, utilizing new career education materials, served as the base around which in-service sessions were planned and undertaken for teachers. The approach was three-fold. First, a preliminary planning meeting was held for the purpose of orienting teachers to materials that would be used with their students; to discuss rationale and make arrangements for time scheduling, room arrangements, size of the student group (one or more classes) and to make clear the philosophies inherent in the integration of such activities into the existing curriculum. Next, following the initial taping session with students, a critique session, involving those staff members present during the taping, would be held for the purpose of generating immediate feedback concerning outcomes of the taped session and the transportability of those ideas to other groups. Finally, an in-service session would be held for interested teachers of that grade level in both districts for the purpose of viewing the tape and to discuss ways of using ideas and materials in their classrooms.

SENIOR CITIZENS

An emphasis of the Cashmere, Peshastin-Dryden Career Education Project is to utilize community resources in helping students better understand the world of work. One resource being explored is the Cashmere Senior Citizens. Staff presentations to that group have been met with enthusiastic support. In essence, the request for their assistance has been approached

from two focal points. First, it is felt that as a result of a wide variety of occupational and leisure time experiences, many senior citizens have skills and knowledge that could give students a broader view of occupations than those to which they normally are exposed. But secondly, it would create among senior citizens a feeling of dignity and self-worth through in-depth involvement in the life of the school and community. An informational questionnaire was formulated, presented to the senior citizen group, then duplicated for distribution to interested individuals. Upon retrieval of the questionnaires, the information will be cataloged and made available to teachers in both districts.

PARENT GROUPS

Recognizing that parents are a primary influence in most phases of career education, an attempt was made to get parental involvement in various ways in the project. The goal of parent involvement is more than just the effect upon the career decisions of students in later years. Building parent-child communication and mutual respect and assisting in the improvement of family relationships will contribute to the overall development of the student and his relationship with the society in which he lives.

To that end, a series of three parent discussions were held, hosted by the project staff and a fourth grade teacher. The group began with seventeen positive responses to the invitation. The series centered around three main themes. The first session was an introduction to career education; parents were introduced more fully to its meaning and its effect upon school curriculum and students. The second meeting was based upon school activities that were taking place in the fourth grade classrooms. Parents saw slides, samples of student work which related academic subjects to career education concepts and heard previews of forthcoming activities. As a part of those previews and as preparation for the third session, an invitation was extended for parents to visit their children's classrooms. They were also to discuss with their child the meaning of career education and how it was being implemented in their classroom. After discussing these topics at the third session, it was gratifying to note that the discrepancies between the accepted role of career education in the classroom and the role as defined by students were positive. That is to say that they described their classroom activities as centering around reading, arithmetic, social studies, etc. "But we've also been talking about jobs related to those subjects." Such descriptions only added more emphasis to the meaning of career education. The final session

closed with discussion of parents' recollections of what they could describe as career education concepts in their lives, (or lack of them) and how concepts have effected their life styles. One mother remarked, "As a result of these discussions, I think I can probably be a little more supportive of my son's comments about his school activities."

COMMUNICATION GROUPS

Basic communication skills are a necessary ingredient to all aspects of life -- childhood through adulthood. There are vast differences in the way individual students face new experiences; take on new jobs in the home or at school, deal with disappointments, make and keep acquaintances and, in short, view themselves and the way they fit into the world around them.

In order to develop positive skills in communication, one needs a degree of confidence and self-esteem. Keeping that in mind, a three-phase exercise in communication was planned around an awareness of feelings toward self and others, concentrating on individual strengths. Various adaptations were made, and the exercise was presented to four different groups of students; (1) a group of middle school girls, meeting with the school nurse to discuss personal grooming and its effect upon personal relationships, (2) a seventh grade health class, concentrating on self-understanding, (3) a seventh grade girls group meeting with the school nurse, and involved with self-understanding, and (4) a twelfth grade career planning class, working with job interviews.

In the first session, students explored their own individual strengths and shared them with others. Discussion followed on the meaning of "perceive" as related to perception of self and others. The second session was based on discussion of the strengths which students wanted to really capitalize on, and at the same time, focused on two questions: (1) What's keeping me from using all of my strengths? (2) What could I do in the future by using all my strengths?

Session three varied with each group and related specifically to their original reasons for meeting. For instance, the high school group discussed communication skills as related to job interviews. One seventh grade group related communication skills to their study of an SRA booklet, Understanding Yourself. (See Middle School Guide, 7-A-1).

THE ROLE OF THE INSTRUCTIONAL MEDIA SPECIALIST AS IT PERTAINS TO CAREER EDUCATION IN CASHMERE, WASHINGTON

1. Assist students and teachers in any way possible in their search for career materials.
2. Provide books, paperbacks, school catalogues and materials on careers which students and teachers may check out of the library.
3. Prepare kits which include tapes, filmstrips, clippings, pictures and pamphlets on careers which students and teachers may check out of the library.
4. Display a chart featuring clusters.
5. Set up a file in the catalogue of career materials for students and teachers. Include subject headings for specific career materials in card catalogue.
6. Provide information for field trips, and the names of contact persons; and provide lists of resource people in the community who can be called upon for group interviews. This includes former students (if possible) high school students who are working part time, senior citizens, business persons, school personnel, etc.
7. Provide a bibliography of all career materials which are in the district. This list will include books and paperbacks, both fiction and non-fiction, pamphlets and audio visuals along with a reminder of materials in the vertical file. As new materials are acquired the list will be updated.
8. Periodically remind teachers of materials which relate to their grade levels and curriculum areas.
9. Provide a vertical file which includes:
 - A. Magazine articles, newspaper clippings, pictures, posters, etc. This material is filed by occupational clusters with cross-references.
 - B. Idea file for teachers:
 1. Copies of survey questionnaires which can be duplicated.
 2. Samples of job application forms which can be duplicated.
 3. Forms for interviews.
 4. List of available student-prepared slide and tape occupational programs.
 5. Information on "Teletalk" from the telephone company.
 6. Information on games, simulations, role playing, etc.
 7. Creative activities such as bulletin board ideas, displays, murals, posters, etc.
 8. Copies of any materials that teachers have found successful and are willing to share with other teachers which include curriculum guides, teaching units, and specific activities.

DEVELOPED BY:

Pat McLaren
Carol Dea Hoerner
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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

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SOME QUESTIONS ABOUT CAREER EDUCATION*

1. WHAT IS "CAREER EDUCATION"?

"Career Education represents a response to a call for education reform. "Career" is defined as the totality of work one does in his or her lifetime. Work is defined as conscious effort aimed at producing benefits for oneself and/or for others. "Education" is defined as the totality of experiences through which one learns. Thus, "Career Education" can be defined generically as the totality of educational experiences through which one learns about work. "Work" with the definition cited above, obviously includes unpaid activities as well as paid employment. Education, as defined here, obviously includes far more than schooling." Dr. Kenneth B. Hoyt.

2. ISN'T KINDERGARTEN A LITTLE YOUNG TO BEGIN DISCUSSING FUTURE CAREERS?

Kindergarten deals with attitude toward self, others, and life around us. Attitude toward self and the world of work are a part of career education. Children are not expected to choose a career at this stage, but they are aware of workers and can learn to appreciate what they do.

3. ARE YOU TRYING TO PROGRAM CHILDREN INTO JOBS TO FIT MANPOWER NEEDS?

No. We are trying to equip people to find a place in life which suits them. Part of this is a job, but they need to be able to adjust to changing job requirements with knowledge of what they can do as related to what they want to do. We are using current manpower information so that students can set realistic goals using available data regarding job opportunities.

4. IS IT THE INTENT OF CAREER EDUCATION TO TAKE EMPHASIS OFF THE NEED FOR A COLLEGE EDUCATION?

Career Education is NOT "anti-college" or "pro-trade skills". One of the aims of the Career Education program is to achieve 100 percent placement of the high school graduates -- that is, placement in one of four categories; the active job market; apprenticeship program; junior college; or a university. Career Education encourages a university education for all students interested in a career which requires an advanced degree, but also stresses the need for and satisfactions involved in jobs which do not require a degree.

Some Questions About Career Education (Continued)

5. HOW DO YOU PROPOSE TO CHANGE THE ATTITUDES OF ALL THE PARENTS WHO WANT THEIR CHILD TO GO TO COLLEGE, ESPECIALLY REGARDING THE PRESTIGE FACTOR?

Career Education proposes to do this in two ways: (1) By stressing the importance of all types of jobs to society, and (2) By changing the emphasis on careers to personal fulfillment, rather than "status". These concepts will pervade not only the activities in the classroom but also the communications to parents, parents' nights, career expositions, and other activities designed to publicly promote this important attitude. Our purpose is to expand, not necessarily change parental attitudes in this area; career education does not discourage enrollment in college. The attitudes of career education are expressed by the eight career themes: Career Awareness, Self-Awareness, Skill Awareness and Beginning Competence, Employability Skills, and Educational Awareness. Communication and understanding of these themes could result in more positive higher education and career choices. Any parent who has supported a child in college for a period of a year and had them drop out, would also quickly indicate that expanded career information would be a good policy.

6. HOW CAN TEACHERS BE EXPECTED TO INCORPORATE NEW SKILLS AND CONCEPTS WHEN THEY ARE ALREADY PRESSED FOR TIME TO COVER REQUIRED MATERIAL?

Additional work load is not the intent. A reorganization of thought and methods revolving around existing approaches is what is needed. For example, providing simulated "carpentry" experience when studying math or demonstrating how sales clerks, veterinarians and pilots all need to be able to spell correctly may involve very little "extra" time, but may add relevance and motivation.

7. WHAT IS THE PURPOSE OF TEACHING ABOUT CAREERS THAT MAY BE OBSOLETE IN FIVE YEARS?

There are many factors common to several careers. Learning about one provides knowledge which can be useful in others. A career involves more than one employment and the more types of employment a person studies, the better prepared for changes. The emphasis is not placed on specific jobs but rather on job families or clusters of occupations.

Some Questions About Career Education (Continued)

8. WHY ARE YOU EMPHASIZING "CAREERS"?

We believe we are on the verge of a solution for the number one problem in the United States and the world. Public education is behind the times regarding Career Education. We are not preparing our children for the kind of world of technology in which they will live. We must instill honor and respect for quality of work skillfully and efficiently done, whether by an auto mechanic or a heart specialist. Education and Career Education must become synonymous.

9. SOME PEOPLE FEEL THAT NOT EVERYONE GAINS SATISFACTION FROM THE SO-CALLED "WORK ETHIC". HOW DO YOU INCLUDE THESE PEOPLE IN YOUR PROGRAM?

We hope to include these people by disseminating current information about the world of work and the worth of work. The ability to get along with others is an essential aspect of the "work ethic" which would apply equally to those who do not support this concept.

10. TEACHERS THEMSELVES MAY NOT KNOW ABOUT THE JOB POSSIBILITIES THAT ARE AVAILABLE. HOW CAN THEY TEACH CHILDREN ABOUT THEM?

Career Education urges and encourages a new sense of cooperation between parents, business, industry, students, and school. It provides the avenue to involve youth in the community, and the people of the community into the educational setting. Teachers are provided with current career information through consultants. Career information is disseminated to the teachers through the Washington State Coordinating Council for Occupational Education, seminars, workshops, and individual teacher contacts.

11. WHERE CAN I GET MATERIAL THAT I CAN USE IN MY CLASS-ROOM WITHOUT HAVING TO PREPARE IT ALL MYSELF?

Some materials may be obtained from the Coordinating Council for Occupational Education, Olympia. Also, a review of the ERIC Clearinghouse on Vocational and Technical Education at the Ohio State University may be a good place to start. Several states have guides, and some suppliers of educational materials are beginning to publish units, guides, and books on Career Education. As the Model Program for Career Education in the Cashmere, Peshastin-Dryden School continues, we will be able to supply a limited amount of materials.

Some Questions About Career Education (Continued)

12. ONE OF THE GOALS OF CAREER EDUCATION IS THAT "EVERY STUDENT LEAVING HIGH SCHOOL BE TRAINED IN A SALEABLE SKILL." DOES THAT MEAN THAT LESS EMPHASIS WILL BE PLACED ON THE "LIBERAL ARTS" SUCH AS LITERATURE OR HISTORY?

A saleable skill may include a vocational or job ability, but does not exclude liberal arts. The subjects in this area, when properly oriented, enhance the individual's value in any position because of the broader information and understanding they provide. They increase a person's adaptability and ability to fit into a job.

13. IS CAREER EDUCATION ONLY VOCATIONAL EDUCATION REDEFINED?

Career Education IS NOT just another name for vocational or technical education. Whereas vocational is a "program" with very specific aims, Career Education is a "concept" with some very broad, long-range goals. Career Education does not involve specific training for a specific occupation. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, and the terms are in no way synonymous. Career Education is for ALL students, teachers, grades, subjects, and occupational areas of interest.

*Adapted from Project WACOP, 5836 N. 58th Drive, Glendale, Arizona.

PLANNING STAGES FOR CAREER EDUCATION

1. PREPLANNING:

- a. One person in the district or school must have responsibility for decisions. That person must also have some authority.
- b. Gain a commitment from the administration, a philosophical commitment as well as monetary resources.
- c. Survey what has been done and what is being done both in the district and outside the district. (Send for materials from the existing projects.)

2. PERSONNEL AWARENESS AND ORIENTATION:

- a. Explain career education to the instructional staff. Give some concrete examples of the need for career education. (Unemployment statistics -- drop-out problems -- motivation of students -- public demand)
- b. Attempt to get a philosophical commitment from at least a few people at the instructional staff level. (Get a few to say "yes we will try.")
- c. Make sure the school counselor (or total guidance department) is involved from the beginning. School counseling and guidance goals and those of the educational program should be closely related, and guidance should be totally integrated with any program of career education.

NOTE: Remember that career education begins with the existing curriculum. Have teachers begin with what they are now doing and develop a career concept from it. Also, you are asking teachers to change a curriculum with which they feel comfortable and which they may have been teaching a goodly number of years.

3. SHOW AND TELL:

- a. Invite persons operating successful career education programs to your school to give examples of career education in operation.

3. SHOW AND TELL (Continued)

- b. Make curriculum materials, (examples of printed materials; units, lesson plans for all grade levels (K-8), and for all disciplines in the high school) available to teachers for ideas. Duplicate the examples and get them into the hands of teachers.

NOTE: These materials should include objectives for the various grade levels. Teachers seem to have an aversity to writing program objectives. Knowing this, it is suggested that an established set of objectives be provided, and the teachers informed that they may use or modify these, or write new ones.

4. INVOLVEMENT:

- a. Involve instructional staff in an in-service program of curriculum development for career education. (Give college credit, increment, or extended contract where possible).
- b. Identify a "building coordinator," or someone in a group who can assist persons and act as a communicator from teachers to the coordinator and from the program coordinator to the teachers.

NOTE: If teachers are handed materials such as a curriculum guide, it has a tendency to end up on a shelf, but when teachers develop materials to use in their classroom, there seems to be a degree of "ownership" or a pride in development.

5. IMPLEMENTATION:

- a. Get things going in classrooms where teachers are willing to get involved. Have teachers observe and share ideas. With a beginning of a few, teachers can see the reaction of students, etc. (Career Education has a tendency to be spontaneous).
- b. Publicize what is going on both to the staff and outside agencies.
- c. Evaluate what is going on, get feedback and infeed from teachers, parents and students. Are you meeting your objectives? Are you helping children?

5. IMPLEMENTATION (Continued):

- d. Encouragement for teachers is needed at this point. Pat them on the back and give them help as much as you can.

6. COMPREHENSIVE PLANNING AND REFINEMENT:

- a. Establish some long range goals for career education and refine what is being done. Make improvements in the system based on evaluation.
- b. Involve the community; parents, employers, employees, civic leaders, etc. Make career education a school-community operation.

HAVE YOU EVER.

1. Related supermarket checking and math?
2. Set up a school store for dispensing items?
3. Related painting with rollers to fiberglass work?
4. Divided a class into teams to accomplish a single project?
5. Borrowed an adding machine for class use?
6. Set up a "take apart" table with tools, clocks, old radios, etc.?
7. Inventoried parents' occupations and/or invited them to speak?
8. Made an art project on a "mass projection" basis?
9. Let children weigh and measure and relate the activity to adult jobs?
10. Made a field trip where you looked more at people than at things?
11. Related recess time to "outside occupations"?
12. Set up a school newspaper with editors, proofreaders, writers, etc.?
13. Made a comic book to illustrate the job of a marine biologist, electronic technician?
14. Related the tourist industry of a state or country to real jobs and people?
15. Identified "serving other people" as a group of occupations?
16. Visited a vocational school?
17. Asked mothers who hire baby sitters to visit class and discuss job requirements?
18. Had students role play service occupations at lunch time?
19. Toured a hospital or brought old X-rays to class?
20. Invited the school secretary, bus driver, custodian, cook, or principal to class to discuss their jobs?
21. Tried cardboard carpentry?
22. Had students draw floor plans?
23. Related a science activity to its counterpart in the work world?
24. Played "What's My Line"?
25. Elected a bike safety engineer and made vehicle safety inspections?
26. Computed the increase in cost from raw grain to a box of cereal?
27. Named class helpers after their adult counterparts in a given industry (supt., time keeper, comptroller, foreman, leadman, etc.)?
28. Collected hats or tools of occupations and had students guess the job?
29. Constructed a measuring wheel?
30. Had students write or tell about "What I like to do in my free time. . . " ?
31. Related personal interests and hobbies to occupations?
32. Made a dictionary of terms used in a particular occupation?
33. Collected canned or bulk goods and traced their points of origin?

34. Used tools to build something needed for a school, class, or group project?
35. Cooked something in class?
36. On your own, looked at the Dictionary of Occupational Titles?
37. Discussed or researched new occupations such as holography, aquaculture, and robotology?
38. Had a "Career Day" or "Career Week"?
39. Identified the fourteen or fifteen major occupational clusters?
40. Talked about the meaning of a "lay-off"?
41. Before you made posters for a coming event, invited a graphic artist, illustrator, or silk screener to class?
42. Made a "With These Hands" booklet?
43. Made puppets that represent occupations?
44. Borrowed a typewriter for class use?
45. Built scale models?
46. Maintained an aquarium and related it to occupations in the sciences?
47. Invited high school students such as candy strippers, DE students, etc. to class?
48. Grouped occupations into those dealing with data, those dealing with people, and those dealing with things?
49. Made an effort to eliminate occupational stereotypes?
50. Discussed jobs in student interest areas -- baseball, music, etc.?
51. Taken a day to learn about workers and awareness before you took a field trip?
52. Had "rap sessions" with business and industrial workers?
53. Allowed students to take slides and prepare tapes on workers for class presentation?
54. Visited other teachers who are doing things in Career Education?
55. Thrown out the text and improvised career curricula?

DON'T KNOCK IT UNTIL

YOU HAVE TRIED IT

or

TRY IT --

YOU'LL LIKE IT!

POSSIBLE IDEAS IN CAREER EDUCATION

1. Write interview questions in class and assign each child to interview a worker in his community. Could use service station attendant, bank teller, etc. Teacher could help set up interviews.
2. Draw a very large US map and have children make cut-outs of workers in occupations particular to different parts of the country. See if they can find a specialized job for each state. (a) Fisherman, (b) Lumber Mill Worker, (c) Citrus Grower, (d) Tobacco Farmer, (e) Car Manufacturer, (f) Skyscraper Construction Engineer.
3. Design a unit with players wearing titles of jobs. Trace a product from the start to finish using transportation workers, accountants, salesmen, personnel managers, supervisors, etc.
4. Bring in interesting speakers on jobs children may not know too much about. Have them bring some of the materials they work with and, if possible, demonstrate them. (a) Interior Decorator, (b) Bricklayer, (c) Optometrist, (d) Fur Farmer, (e) Physical Therapist, (f) Male Chef, (g) Geologist, (h) Scene Designer, etc.
5. Get copies of several blueprints for houses and have the children attempt to interpret them. Relate the need for math skills.
6. Give the students a list of jobs: Nurse, Sales Clerk, Bill Collector, Botanist, Special Education Teacher, Assembly Line Worker, etc. Divide into groups and have them list the personality factors each would need for a successful job. A bulletin board could be made from this.
7. Have a personnel manager visit the room and discuss the importance of personality on a job. Children could add this information to their lists on (6).
8. Discuss ways to improve personality and social attitudes. Example: volunteering to help when possible, expressing appreciation, etc.
9. Make a large mural -- "A World of Work" and have children draw a worker he has chosen to illustrate, performing his work. Under the mural could be posted short reports on the skills needed for this job, training required, job opportunities in this field, and advantages and disadvantages of this job.

Possible Ideas in Career Education (Continued)

10. Have children choose any career that seems attractive to them. Categorize this job under OUTDOOR, MECHANICAL, COMPUTATIONAL, SCIENTIFIC, PERSUASIVE, ARTISTIC, LITERARY, MUSICAL, SOCIAL SERVICE, CLERICAL. Then have them find as many more jobs as possible that fall under the same category. This could be part of a career notebook.
11. Make a room collection of career books, pamphlets, etc., and have children make a section in their career notebook on "Jobs I Never Knew Existed". Have them describe the job and then try to make a few comments on why they would or would not like this job.

INDIVIDUAL DIFFERENCES

"Fable of the Animal School"*

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world", so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and, to make it easier to administer, all the animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But, average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree top down. He also developed charlie horses from over-exertion and then got "C" in climbing and "D" in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree, but he insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

*By Dr. G.H. Reavis, Assistant Superintendent of Schools,
Cincinnati, Ohio.

THE JOB

Take this my boy, and remember it long,
Though now it may strike you as funny,
A job with a chance to improve and advance
Is better than one that pays money.

Take a hint from an old man who's traveled the way,
Just heed to his counsel a minute.
There's a job that may pay you five dollars a day
But that's all there will ever be in it.

Don't look at the cash as so many boys do,
Take a look at the long years before you.
See how much you can learn, not how much you can earn,
And the place which the future has for you.

Can you rise from the post where they'd have you begin?
How far will this humble job take you:
These are questions to ask. They pay well for the task,
But what sort of a man will it make you?

Oh, many a boy has begun with a rush
And has grabbed for a man's wages blindly:
Now he sticks as a man at the spot he began,
And thinks life has used him unkindly.

So look for a job with a future ahead,
Seek a chance to grow greater and greater,
Seek a place where you know as you work you will grow,
And the money will come to you later.

---Edgar A. Guest

THE CALF-PATH

One day, through the primeval wood,
A calf walked home, as good calves should;
But made a trail all bent askew,
A crooked trail as all calves do.

Since then two hundred years have fled,
And, I infer, the calf is dead.
But still he left behind this trail,
And thereby hangs my moral tale.

The trail was taken up next day
By a lone dog that passed that way;
And then a wise bell-wether sheep
Pursued the trail o'er vale and steep.
And drew the flock behind him, too,
As good bell-wethers always do.

And from that day, o'er hill and glade,
Through those old woods a path was made;
And many men wound in and out,
And dodged, and turned, and bent about
And uttered words of righteous wrath
Because 'twas such a crooked path.
But still they followed--do not laugh--
The first migrations of that calf,
And through this winding wood-way stalked
Because he wobbled when he walked.

This forest path became a lane,
That bent, and turned, and turned again;
This crooked lane became a road,
Where many a poor horse with his load
Toiled on beneath the burning sun,
And traveled some three miles in one,
And thus a century and a half
They trod the footsteps of that calf.

The years passed on in swift fleet,
The road became a village street;
And this, before men were aware,
A city's crowded thoroughfare;
And soon the central street was this
Of a renowned metropolis;
And men two centuries and a half
Trod in the footsteps of that calf.

Each day a hundred thousand rout
Followed the zigzag calf about;
And o'er his crooked journey went
The traffic of a continent.
A hundred thousand men were led
By one calf near three centuries dead.
They followed still his crooked way,
And lost one hundred years a day;
For thus such reverence is lent
To well-established precedent.

A moral lesson this might teach,
Were I ordained and called to preach;
For men are prone to go it blind
Along the calf-paths of the mind,
And work away from sun to sun
To do what other men have done.

They follow in the beaten track
And out and in, and forth and back,
And still their devious course pursue,
To keep the path that others do.

But, how the wise old wood-gods laugh,
Who saw the first primeval calf!
Ah! Many things this tale might teach --
But I am not ordained to preach.

---Sam Walter Foss

TEACHER EVALUATION OF COMMERCIAL MATERIALS

APPROX. COST

SOURCE	TITLES	TYPE	LEVEL	COST	COMMENTS
Science Research Assoc. 259 E. Erie Street Chicago, Ill. 60611	FOCUS I, II, & III	Kit	K-6	\$140.00	Excellent - students enjoy it. Helps them to accept themselves & build good relationships. Fits in with regular unit.
	Math Application	Kit	4-8	60.00	Very good - fun ideas for individualized math learning. Includes a section on careers.
	Our Working World	Booklets S/Filmstrip	1-3	150.00	Very good - relates family roles to world of work.
	Job Family Series	Booklets	7-14	25.00	Excellent - interesting reading - good ideas - covers a variety of jobs.
	Job Experience	Kit	8-12	140.00	Good supplementary material for research. Work - simulation experience
	Discovering Yourself	Booklet	7-9	3.00	Good information. Used as a text questions. Particularly good.
	Jr. Guidance Series	Booklet	6-9	12.00	Very good
	Work Program	Kit	6-9	180.00	Excellent filmstrips & tapes. Good for occupational study.
	Better Living	Booklets	Teacher	25.00	Good for teachers & parents. Some deal with mature subjects.
	Occupation Exploration	Kit	9-12	120.00	Good set of career cards - one problem: address given for more information was not up to date.
	Keys - Career Exploration	Kit	6-adult	110.00	Very good - introduces world of work & encourages career exploration.
	KNOW	Kit	9-12	50.00	Excellent - includes inf. on job interviews & other knowledge needed to obtain work.
	Manpower and Nat'l Resources	Kit	6-12	80.00	Good
	Career Information	Kit	9-14	235.00	Good
	Preparing For Office Job	6 cassettes	6-12	60.00	Very Good
SVE 1345 Diversey Parkway Chicago, Ill. 60614	Job Opportunities Now	6 S/Filmstrips	6-12	60.00	Very Good
	Foundations - Occupational Planning	5 Filmstrips	6-12	30.00	Very Good
	Exploring Careers	6 S/FS	4-12	65.00	Very Good
	Vocational Decision	3 S/FS	5-12	40.00	Very Good
	Lollipop Series	6 S/FS	K-3	65.00	Excellent for Self Awareness
	Living With Your Family	4 S/FS	K-3	40.00	Very Good
					-15-

TEACHER EVALUATION OF COMMERCIAL MATERIALS

APPROX.

SOURCE	TITLES	TYPE	LEVEL	COST	COMMENTS
Tomahawk Corporation P.O. Box 171 Edmonds, WA 98020	Introduction to Circular Saw	A.V. Cartridge	9-12	60.00	Good for introduction to circular saw - tapes very detailed
	Introduction to Soldering	A.V. Cartridge	9-12	60.00	Excellent
	Taps & Dies	A.V. Cart.	9-12	60.00	Excellent
	Small Gas	A.V.			
	Engine I	Cartridge	9-12	60.00	Very Good
	Small Gas	A.V.			
	Engine II	Cartridge	9-12	60.00	Very Good
	Bricklaying I	A.V. Cart.	9-12	60.00	Very good for introduction
	Bricklaying II	A.V. Cart.	9-12	60.00	Good
	DUSO D-1	Kit	K-2	100.00	Excellent
American Guidance Service Publishers' Building Circle Pines, Min. 55014	DUSO D-2	Kit	3-4	100.00	Great value in the classroom.
	Peabody Language Kit 1 & 2	Kit	K-3	60.00 each	Excellent for exploring a variety of careers.
	Career Exploration Series (20 kit)	Filmstrips	4-12	60.00 each	Excellent for exploring a variety of careers.
Ralph Butterworth, Inc 6959 Calif. Ave. S.W. Seattle, WA 98136	Write To Communicate (4 titles)	Kits	3-6	210.00	Excellent
Reader's Digest Ser. Educational Division Pleasantville, N.Y. 10570	Community Helpers Series (17 titles)	Books	K-2	2.50 each	Excellent - introduces many jobs under a major area
Regent Book Co. 107 Prospect Place Hillsdale, N.J. 07642					

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APPROX.

SOURCE	TITLES	TYPE	LEVEL	COST	COMMENTS
Lerner Publications Co. 241 First Ave. N. Minneapolis, Min. 55401	Early Career Series (12 titles)	Books/ Prints	K-5	\$14.00 each	Excellent
	Science Hobby Series (9 titles)	Books/ Prints	3-6	14.00 each	Excellent
Miller Brody Pub. Co. 342 Madison Ave. New York. N.Y. 10017	I Want To Be Series (6 titles)	S/Film- strips	Primary	50.00	Excellent - encourages students to discover more about occupations.
	Careers Series (15 titles)	Cassette Program	4-6	10.00 each	Very good for individual research on a variety of occupations.
Media Materials, Inc. 409 W. Cold Spring Lane Baltimore, MD 21210	Career Awareness Program (15 titles)	Comic Pamphlets	3-6	40.00	Very good for supplementary enrichment materials. Information about many jobs found in the 15 clusters. High School interest.
	Careers in Interior Design	S/Film- strips	9-12	35.00	Very Good
Educational Dimensions Box 488 Great Neck N.Y. 11022	Art Careers in Advertising	S/Film strips	9-12	17.50	Very Good
	Careers in Illustration	S/Film strips	9-12	17.50	Very Good
	Careers in Fashion Design	S/Film strips	9-12	17.50	Very Good
	Graphic Careers in Advertising	S/Film strips	9-12	35.00	Very Good
American Tape Library Box 651 Rancho Santa Fe, CA 92067	#502 Forest Ranger	Cassette	7-12	5.00	Very Good
	#546 Chemical Research	Cassette	7-12	5.00	Very Good
	#545 Geologist	Cassette	7-12	5.00	Very Good
	#522 Oceanographer	Cassette	7-12	5.00	Very Good
	#509 Veterinarian	Cassette	7-12	5.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS
APPROX.

SOURCE	TITLES	TYPE	LEVEL	COST	COMMENTS
U.S.A. Tapes 4450 N. 27th Dr. Phoenix, Ariz. 85017	#4506 Foresters #4524 Life Scientist	Cassette	7-12	\$5.00	Very Good
	Consumer Ed. Series (6 titles)	Cassette	7-12	5.00	Very Good
Lovett and Co. Box 1127 Clarksburg, W.V. 26301	Music/Record Career Handbook	S/Film strips	7-12	60.00	Excellent High Student interest
First Place Music Pub. Inc., 12754 Ventura Blvd, Suite 203 Studio City, CA 91604		Book	High School	17.00	Excellent source material for individual reference work.
Alfred Publishers 75 Channel Drive Port Washington, N.Y.	Careers in Music	Cassette Series	High School	65.00	Excellent pertinent material.
Scholastic Book Service 904 Sylvan Ave. Englewood Cliffs, N.J. 07632	#3597 Discovery Unit Scholastic Dimen- sions (8 Mo. titles)	8 S/Film- strips Kits	7-9 3-6	115.00 80.00	Excellent - High Student interest Excellent - current subjects are covered. High Student interest.
Careers P.O. Box 135 Largo, Florida 33540	Industrial Careers	Kit	9-12	50.00	Fair Some information obsolete.
Harcourt Brace Jovanovich 757 Third Avenue New York, N.Y. 10017	Micro- Economy		9-12	45.00	Excellent
Inland Audio- Visual Co. N. 2325 Monroe St.	Voice, Vocabulary and Delivery Art of Listening Discover Your Hidden Talents	Cassettes Cassettes Cassettes	9-12 9-12 9-12	25.00 25.00 25.00	Good Good Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLE	TYPE	LEVEL	APPROX. COST	COMMENTS
Butterick Fashion Marketing 161 Sixth Ave. New York, N.Y. 10013	See and Sew	Kit	9-12	\$200.00	Excellent
Visual Aids Studio 1909 Avenue Huntsville, Texas 77340	Fashion and You	Filmstrips	9-12	25.00	Fair - - will become dated.
BFA Educational Media 2211 Michigan Ave. Santa Monica, CA 90404	Making Friends	Filmstrips	K-3	25.00	Very Good
My Weekly Reader Xerox Education Columbus, Ohio 43216	Ecology: Nature and Needs	Pamphlet	3-6	.35	Good - but difficult to use because of poor organization of booklet
Dimensions of Personality 38 West 5th St. Dayton, Ohio	Search for Values	Kit	9-12	45.00	Excellent in helping students discover and clarify values.

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Career World; published monthly during school year. (Minimum-fifteen orders to one address.) \$2.95 per student. Publications and Subscriptions Office, Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, Ill. 60040.

Career Education News; published the 1st and 15th of every month, September through June and the 15th of July and August - \$25.00. Career Education News, 230 West Monroe St., Chicago, Illinois 60606.

Career Education Digest; published monthly - \$10.00 per year. Educational Properties, Inc., P.O. Box DX, Irvine, California, 92664.